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ABSTRACT

This volume of the curriculum guide provides the content of the curriculum, the performance objectives for each unit, and suggests learning experiences to achieve the desired outcomes for Level I. The first section on scope and sequence of the program is arranged in a chart format and outlines the content for each unit in the following categories: (1) culture and cross-cultural contrasts: (2) vocabulary: (3) pronunciation and listening skills: and (4) morphology, syntax and usage. Another series of charts presents the lexical content of each unit. The final section of the book provides detailed weekly lesson plans for each of the ten units. (AMH)

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SECOND REVISION

SPANISH BILINGUAL PROGRAM CURRICULUM GUIDE

(Elementary Schools)

LEVEL I

CINCINNATI PUBLIC SCHOOLS

June, 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This is the second of five volumes which comprise the Curriculum Guide for the Cincinnati Spanish Bilingual Program. Volume One provided the rationale, philosophy, and general goals of the program as well as guidelines for their implementation, integration and evaluation. This volume provides the content of the curriculum, the performance objectives for each unit, and suggests learning experiences to achieve the desired outcomes for level I.

This is an evolving document and is only presented in tentative form. The scope, sequence and distribution of the content material as well as the Weekly Lesson Plans are subject to revision each year.

This Curriculum Guide was prepared by Myriam Met. Activities suggested in this guide were also designed by Mary Atkinson, Silverton School and Carmen Horstmann, Hartwell School. Their contributions are gratefully acknowledged.

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A NOTE TO THE TEACHERS

When reading the contents of this volume, there are several points the teacher should keep in mind:

1. While there are activities indicated which are specifically intended to teach pronunciation and listening skills, the teaching of such skills is implicit in every activity. When children are listening to the teacher or some other model, they are gaining comprehension skills. As they are practicing the production of grammatical structures or learning to label their environment, they are also increasing their ability to reproduce the language in a phonetically accurate manner.

2. Every unit indicates that a rhyme/song/story and game or dance be included. The teacher may choose to do one or all of these. In many instances a song may be taught that has a corresponding game or dance. It is not necssary to teach a new one every week or month. Depending upon the length and complexity of what has been taught, the teacher may have the children continue with the same activity.

3. Throughout the Second Volume the reader will encounter (R) and (P). Where (R) is indicated, it denotes a topic which is to be taught for receptive mastery: the students are expected to understand the forms when they hear them. (P) denotes an productive command of the material. This means that the student not only comprehends the material when he hears it but can produce the form accurately phonologically, morphologically and syntactically.

4. Many of the suggested activities indicate the use of a puppet for modelling the behaviors the students are expected to produce. The puppet also provides the students with an opportunity to hear the language used conversationally as the teacher and the puppet engage in dialogue. It is important for the teacher to remember to allow the puppet to be the first student to attempt to produce the required verbal response so that the students always have a clear example of what is expected of them.

5. The content of each unit is distributed by week, and is so indicated in the weekly lesson plans. In the majority of the units no new material is introduced in the fourth week. The fourth week is intended as a consolidation period. It provides a time for solidifying the gains that the students have made in that unit. The fourth week also is intended to compensate for days missed due to hoildays, illness, vacation, etc.

6. When a verb is shown in infinitive form in the content guidelines then all forms of the present indicative are taught. When only portions of the conjugation are to be taught, the forms are so indicated.

7. The implementation guidelines include general comments and suggested activities for each topic. In no way are the suggested activities intended to be scripts for teachers or rules to be rigidly followed. They provide a basis for daily lesson planning. It is the responsibility of the teacher to formulate a daily lesson plan. The teacher may select some or all of the suggested activities.

8. The curriculum content indicated in this column is the minimum for Level I. In some units, it will most likely take a full month to cover the material. In other units, it may be possible to teach additional vocabulary or verbs.

9. It is expected that the students will actually master more material than indicated in this guide. The teacher will be using the language extensively, and it is quite probable that the students will increasingly gain the ability to comprehend what they hear. Where structures are taught for comprehension, the students are subject to evaluation of their mastery. The receptive language skills gained from listening activities will ultimately result in the achievement of the long range comprehension objectives detailed in Volume One.

Spanish Bilingual Program

Curriculum

LEVEL I: SCOPE AND SEQUENCE

	PRELIMINARY UNIT (SEPTEMBER)	UNIT 1 (SEPTEMBER)	UNIT 2 (OCTOBER)
MORPHOLOGY, SYNTAX AND USAGE	Simple commands Reinforcement: ¡muy bien! ¡qué bien! sí/no	Subject pronouns Indefinite article, singular Interrogative: ¿quién? Verbs: ser	Indefinite article, singular Definite article, singular Gender of nouns Negation Subject pronouns Interrogative: ¿qué? Question formation: ¿qué es? ¿es? ¿cuántos? Verbs: ser, tener
PRONUNCIATION & LISTENING SKILLS	Pronunciation skills Sounds Rhyme Listening skills: Story	Song Rhyme Story	Song Rhyme Story
VOCABULARY	Student names	Greetings sí/no Classroom Vocabulary	Classroom Vocabulary Numbers 1-10
CULTURE & CROSS-CULTURAL CONTRASTS	What is Spanish? Who speaks it? Where is it spoken? Forms of courtesy	School in Spain Dance/ Game Forms of courtesy	Columbus Day Dance Game/ Halloween/

	UNIT 3 (NOVEMBER)	UNIT 4 (DECEMBER)	UNIT 5 (JANUARY)
MORPHOLOGY, SYNTAX AND USAGE	Plural of nouns Definite article, plural Indefinite article, plural Possession: with de adjectives (with singular nouns) Verb: ir Interrogative: ¿Adónde?	Possession with adjectives Questions formation Interrogative ¿dónde? ¿cómo? Verbs: estar necessitar querer	Constructions with hacer Constructions with tener Verbs: hacer llevar, usar levantar, bajar saltar, andar correr tocar
PRONUNCIATION & LISTENING SKILLS	Song Rhyme Story	Christmas Carol Rhyme Story	Song Rhyme Story
VOCABULARY	Colors The Family ¿verdad? Possessive adjectives Descriptions adjectives (post-position): bueno/malo pequeño/grande	Clothes Playthings Possessive adjectives Comparatives: mas/menos mucho/poco Locatives: aquí/allí	Clothes Part of body Weather: expressions with hacer Adverbs: rápidamente lentamente
CULTURE & CROSS-CULTURAL CONTRASTS	The Spanish Family Game Dance All Saint's Day All Souls Day	Christmas	January 1st Epiphany Game Dance

	UNIT 6 (FEBRUARY)	UNIT 7(MARCH)	UNIT 8(APRIL)
MORPHOLOGY, SYNTAX AND USAGE	Querer + infinitive Construction with tener Verbs: gustar- te gusta/me gusta - tomar - comer - beber	ir a + infinitive Verbs: poder vivir	Interrogatives: ¿cómo? ¿por qué? Verbs: abrir cerrar decir
PRONUNCIATION & LISTENING SKILLS	Song Rhyme Story	Song Rhyme Story	Song Rhyme Story
VOCABULARY	Food Demonstrative adjectives Adjectives: rico	House Calendar time: morning/afternoon/ evening Day/night Days of the week March Prepositions: con	Review Units 1 - 7 Prepositions: en/debajo de delante de/detrás de
CULTURE & CROSS-CULTURAL CONTRASTS	Food Game/ Dance Carnaval	The Spanish Home Las Fallas de San Jośe	April Fool's Day Easter Pan American Day Semana Santa Las ferias de Sevilla

	UNIT 9 (MAY)	UNIT 10 (JUNE)	
MORHOLOGY, SYNTAX AND USAGE	Interrogatives: ¿cuánto? Verb: gustar - me gustar (n) compar ir de compras	General Review	
PRONUNCIATIONS & LISTENING SKILLS	Song Rhyme Story		
VOCABULARY	Numbers 11 - 20 Going shopping Adjective: caro		
CULTURE &CROSS-CULTURAL CONTRASTS	May Day Shopping in Spain Spanish Independence Day		

Spanish Bilingual Program

Curriculum

LEVEL I: UNITS BY LEXICAL CONTENT

WLP	NOUNS	PRONOUNS	VERBS	ADJECTIVES	ADVERBS	OTHERS
PRELIM UNIT 1						
1	Student names Senor Señorita Señora Naestra	yo, tú ud, el, ells uds	soy, eres, es son			¿muy bien! ¿qué bien! sí/no buenos días buenas tarder adios ¿quien? (R)
2			¡levántate! (P) ¡levántense!(P) ¡siéntate! (P) ¡siéntense!(P) (habla)¡ en voz alta! (R)			¿qué tal? ¿Bien, gracias. por favor. de nada gracias ¿quién? (P)
3	creyón tiza papel escuela lapiz ventana alumno pluma puerta (P) (estudiante) libro nino silla inglés español mesa pizarra		¡muéstrame!	un, una (R)		
UNIT 2						
1	productive mastery: Unit 1 (3) classroom		tengo, tienes tiene, tienen	el, la (R) un, una (P)		¿qué? (R) ¿qué es? (R) ¿es (R)
2		nosotros ustedes ellos, ellas	somos son			¿qué es? (P) ¿es? (P) no
3			tener + tenemos (P)	el, la (P) 1-10		¿cuántos? (R)

WLP	NOUNS	PRONOUNS	VERBS	ADJECTIVES	ADVERBS	OTHERS
UNIT						
1			ir (R)	los, las rojo amarillo verde azul blanco negro		¡ve! (R) ¡vayan! (R) ¡ven! ¡vengan! ¡¿adóne? (R)
2	madre padre hermano abuelo tío primo		ir (P)	bueno/malo pequeño/grande		¿verdad? (R) de ¡ve! ¡venyan! (P) ¡ven! (P) ¡vengan! (P)
4				mi, tu, su		
UNIT 4						
1	meñeca camión auto (coche) globo bola (carro) juguetes (pelota) bicicleta		querer (R) necesitar (R) estar (R)	nuestro (S) mis, tus, sus		¿doñde esta? (R) aquí/allí ¿cómo está?
2	productive mastery: Unit 4 (1)- playthings camisa calcetines pantalones zapatos chaqueta sombrero (P) falda guantes blusa vestido		estar (P) querer (P) necesitar (P)	más/menos mucho/poco	más/menos	¿dónde está? (P)

WLP	NOUNS	PRONOUNS	VERBS	ADJECTIVES	ADVERBS	OTHERS
UNIT 5						
1	Productive mastery: Unit 4 (2) - clothes		llevar usar levantar bajar saltar andar correr			
2	cabeza nariz brazo pie cara orejas pierna pelo ojos boca mano		tocar		rápidamente lentamente	
3			hacer (R)			
4	frío, calor, años, sol, tiempo		hace (P)			
UNIT 6						
1	hambre sed		tomar comer beber			
2	sanduche pan tortilla hamburguesa queso vegetales papas fritas helado coca/cola carne dulces leche		te gusta (R) me gusta (R)	rico		¡buen provecho! ¡qué rico!
3			te gusta (P) me gusta (P)	este (-os)(-a, -as) ese (-os)(-a, -as)		
UNIT 7						
1	casa alcoba (cuarto) apartamento cuarto de bano cocina comedor sala		vivir			con en

UNIT	NOUNS	PRONOUNS	VERBS	ADJECTIVES	ADVERBS	OTHERS
2			ir a (R)			
3	día, noche días de la semana mañana, tarde, noche marzo, mes hoy		poder (R) ir a (P)			
4			poder (P)			
UNIT 8						
1	abril		decir			debajo de delante de, detrás, de
2			abrir cerrar			
3						¿cómo? (R) ¿por qué? (R)
4						¿cómo? (P) ¿por qué? (P)
UNIT 9						
1-2	mayo supermercado frutas saco caja lata precio vendedor		comprar	11 - 20		¿cuánto? (P) ir de compras (R)
3			me gustan			

WLP	NOUNS	PRONOUNS	VERBS	ADJECTIVES	ADVERBS	OTHERS
UNIT 10						
1	junio					

Spanish Bilingual Program

Level I

Weekly Lesson Plans

Units I - X

PRELIMINARY UNIT - UNIT I (SEPTEMBER) WEEK 1

I. CURRICULUM CONTENT

Classroom procedures

Saludos y despedidas: Buenos días, buenas tardes, adiós

Reinforcement: muy bien
¡qué bien!
sí/no

Listening skills

Pronunciation skills

a. sounds
b. rhythms

Students' names in Spanish--getting to know you

Subject pronouns: yo, tú, Ud, él, ella, ustedes

Interrogative: ¿quien? (R)

Verb: ser - soy, eres, es, son

What is Spanish? Who speaks it? Where do they live? Do you know any Spanish words already?

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Greetings:

Given a request to greet another person in Spanish the student will produce a correct greeting using the proper title for the person addressed.

2. Reinforcement: SI/NO

Given a question requiring a yes/no answer, the student will respond with SÍ/NO.

3. Subject Pronouns and Forms of the Verb SER:

Given a request to identify a person in the room by namme, the student will respond, using the correct subject pronoun and the corresponding form of the verb SER.

4. Interrogative: ¿QUIÉN?

Given the question "¿QUIÉN ERES?", the student will supply his name.

III. IMPLEMENTATION GUIDELINES

1. Classroom Procedures

A. General Comments:

Show the children the flag(s) and tell them where it is from. Explain to them what the positions of the flag will mean for their class: UP - Only the target language will be spoken by the teacher (and later on, the children). DOWN - English may be spoken.

Begin each day with greetings in the language. Do the same when you leave the room. Make certain that the students respond in the language chorally, using Mr., Mrs., etc. Later on, they can add your name to the greeting.

B. Suggested Activities:

(To the tune of Happy Birthday)
Buenas tardes a ti (mamá, papá, Ud, etc.)
Buenas tardes a ti
Buenas tardes, buenas tardes
Buenas tardes a ti

2. Reinforcement

General Comments:

Make certain that you express approval in the language. By smiling and nodding when you do it, the children will quickly learn what you mean. For yes/no, your use of it will soon be picked up by the children. You can explain what they mean, or tell the children how to say yes/no in the language if several specifically ask you by using appropriate head movements while repeating the words.

3. Listening Skills

A. General Comments:

The purpose of the activities is to develop listening as a skill as well as to provide the learner with an extended opportunity to hear the language spoken.

Don't let your enthusiasm make you impatient. Don't encourage the children to say too much too soon.

When you speak the target language, be sure to restrict yourself to a minimal number of items and structures, and to use them with high frequency. The best sentence is short and simple.

Keep your delivery enthusiastic. You want the children to see how much fun it is to speak the language.

Encourage choral responses as much as possible. Remember, single word responses are quite adequate at this point.

B. Suggested Activities

Explain to the children the importance of listening carefully, and how to do it.

a. they must pay attention
b. they should refrain from speaking out
c. listening is done with the eyes as well as the ears

Create an exercise in non-verbal communication, in which you communicate with the children by mouthing, using pantomime, facial expressions and body language. Point out that their eyes have received the message for them, instead of their ears. Ask them what would have happened if they had covered their eyes.

Variation 1: Repeat the exercise, only this time have a dialogue with your puppet, or do a solo skit. Be sure to exaggerate the body language, facial features, etc. Ask the children if they can tell you about what happened. Point out that even though they didn't understand the words, they did understand the story (or parts of it). This is a good point to tell them that in the coming weeks they may not understand everything you say. Reassure them that this is expected and that they should not try to understand every word you say. They just need to listen and look carefully, trying to get the general idea.

Variation 2: Instead of asking the children to tell you what happened when you dramatized the skit, let them act it out non-verbally. You may even encourage them to speak in nonsense syllables, trying to imitate the RHYTHM of your speech.

Create an exercise in which the children are to tell you whether you are speaking in English or the target language. Ask them what clues they used to decide.

Variation 3: Ask questions of your puppet and let him answer them. Or let him ask you, and you answer him. Ask the children to identify who is asking the question and who is answering it.

Tell the children a story familiar to them, but in the target language.

a. rely heavily upon pantomime, gestures, body language, etc.
b. use an illustrated book, covering the written text. When mentioning the names of the characters or outstanding features, point to the corresponding illustration.
c. use visual materials (filmstrip, transparency, etc.)
d. after you've done any of the above several times, you tell the story and let students act it out.

4. Pronunciation Skills

A. General Comments:

Pronunciation skills are to be developed as an integral part of each and every lesson, each and every day.

5. Student Names

A. General Comments:

Where a true counterpart exists in the target language use it. If none exists, use the phonics of the target language to pronounce English name.

B. Suggested Activities

See activities outlined for teaching forms of the verb to be.

In conjunction with teaching activities for "getting to know you" and "greetings": have the children form two (2) concentric circles, facing one another. The children facing one another greet each other, using the student's name. Then the inner circle moves around one (1) person, counter-clockwise. Repeat until all the children have greeted one another. Have them shake hands as part of the greeting.

6. Subject Pronouns, and forms of TO BE:

A. General Comments:

It is most feasible to coordinate these three topics by teaching them together.

Remember:
pronouns. Also, Spanish uses subject pronouns ONLY when necessary for clarity or emphasis. Your speech should reflect that.

The initial activities should involve recognition of the verb, and build up to production.

Let your puppet model the students' responses several times before you let the children try it.

B. Suggested Activities:

Have a dialogue with the students:

T (teacher): Who is (student name)? S (student): Me, him, her, etc.
¿Quien es Maria? S: Yo (el, ella).

Speak to the puppet. Tell him to raise his hand every time he hears a certain word (pronoun, verb form, etc.). Then, continue talking to the puppet, asking the children to join the puppet in the hand raising activity.

Ask the children questions using the pronouns and verb, to which they may either nod, shake their head, or answer yes/no in the language.

Have a dialogue with your students: (Remember, first with your puppet)

T: Who are you? S1: John. / T: Who is she? S2: Susie. / T: Who am I? S3: Mr(s). X.

Variation 1: Same dialogue, using pronouns instead of names.

Variation 2: Same dialogue using names or pronouns, but using verb as well (e.g. T: Who are you? S: I AM John).

Variation 3: Arrange students in circle as in exercise for Greetings. Have them greet one another: S1: Hello, I am _____. And you? S2: Hello, I am _____. (Don't forget hand shaking.) Repeat the exercise in the other direction. This time let the students who answered the question "and you?" ask it.

Game:

Listening practice: When children hear: "¿Quien eres?", they stand. When they hear "¿Quien es?", they sit.

Song:

(To the tune of 10 little Indians)
¿Quien eres, quien eres, quien eres tu? (three times)
YO SOY----------. (Fill in name)

7. The Language: What Is It and Where Is It Spoken?

This is a good place to teach the words for English and the target language.

Point out that while it is spoken in many countries, we will refer primarily to one: Spain. **Later they will learn about many of the countries where spanish is spoken.**

Some children know words in a language other than English from TV, etc. That's as good a place to start as any. Sesame Street and Villa Alegre use a lot of Spanish.

Whenever you can use the word for the language (español), use it.

PRELIMINARY UNIT - UNIT I (SEPTEMBER) WEEK 2

I. CURRICULUM CONTENT

Simple commands: ¡levántate!, ¡levántense!, ¡siéntate!, ¡siéntense!, ¡(habla) en voz alta!(R)

Interrogative: ¿quién? (P)

Formas de cortesía: ¿Qué tal? Bien, gracias
Por favor. Gracias. De nada

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Simple Commands

Given a simple command, the student will respond with appropriate physical action.

2. Interrogative: ¿QUIÉN?

When asked to find out the name of a person, the student will use QUIEN in his question.

3. Forms of Courtesy

Given a situation in which a student is to inquire in the target language "How are you?", the student will inquire appropriately.

Given a situation in which a student is asked "¿QUÉ TAL?", the student will respond appropriately in Spanish.

Given a situation in which the student makes a request, the student will include "POR FAVOR".

Given a situation in which a student's request is granted, the student will say "GRACIAS".

III. IMPLEMENTATION GUIDELINES

1. Simple Commands

A. General Comments:

Be sure to accompany your commands with hand gestures for quite some time.

Teach the plural forms first.

Before the children are asked to say the words, make certain your puppet has done it several times.

B. Suggested Activities:

Using your hands as well as your voice, instruct the class to stand. Then have them sit. Do it many times. Do it as a game: up and down so often and quickly that they look like jumping jacks. You can also vary the length of time between commands. Be amusing.

After a while, single out a handful of students at a time, and command them to stand or sit. (Begin each command with: Mary, Susie, Carol .....) The ones you told to stand up last may not necessarily be the ones who sit down next, so that at any one time a dozen children are sitting, and another dozen are standing.

Continue the above, until you are using a SINGLE name. Clearly, command the students. Remember, this is a new form.

Providing oral cues: Name four (4) children. Have them stand. Name two (2) of them, telling them to sit. Individually instruct the other two (2) to sit down. Vary the numbers of children sitting, standing, etc. Vary combinations of children. Give everyone a chance to get up and down.

Discrimination exercise: Select four (4) or five (5) children. Instruct one (1) child to be responsible for responding to the singular form of the command. The other children are to react to the plural. After two (2) or three (3) commands, bring up a new group of students.

Discrimination exercise: Say two (2) command forms. (They may be identical or different.) Instruct the children to obey the command only if the two (2) forms are identical. (E.G. T: levántense! levántense! Students stand. T: sienténse! sientate! Students remain standing until they hear matching forms.)

Discrimination exercise: Distribute puppets to the children. (They need two (2) apiece.) Let your puppet call out the commands. Let the children make the right number of puppets go up or down.

Tell your puppet to get up or sit down. Of course, he can't get anything right. Get angry, frustrated, exasperated, weepy if you need to. Pursue it as long as the children seem to understand and enjoy what's going on.

Explain before class to the Basic Instruction Teacher that you are going to teach the command "Speak Loudly" today. Explain that you will ask her a question in the language, to which she is to WHISPER the answer. Gesture (put your hand behind your ear!) and say, "Speak Loudly". She is to whisper only slightly louder. Repeat several times, until she is shouting. You will probably want to repeat this with some variation several times during the week.

2. Interrogative: WHO?

A. General Comments:

This form has been used by you since the first week of class. You now want to make it an ACTIVE part of the children's vocabulary.

B. Suggested Activities

Repeat some of the exercises from Week 1, Section 6B, to refresh the form in their minds.

Blindfold the puppet. Have him manhandle you, sniff, etc., asking, Who are you? Say, "It's me." Then let the puppet ask the class, "Who is it?" The children answer, "It's Mr(s). X." Repeat the exercise, letting the blindfolded puppet try to identify various children in the room. Finally, blindfold a child to play this version of Blindman's Bluff.

Repeat exercises from Week 1, Section 6B, letting the children ask the questions you asked. Remember, let the puppet try it first.

Form the greeting circle. Have the children review greetings and ask, S1: Who are you? S2: I am_____. Who are you? S1: I am_____. Then they move over one.

Variation: S1 asks S2: Who is S3 ? S2 to S3: Who are you? S3: I am_____. S4 to S5: (pointing) He is_____. Who is S6? (repeat cycle).

Games:

¿QUIEN ES? ¿QUIEN ES? Teacher blindfolds S1 and selects S2. S2 taps S1 on back. Class chants ¿quién es? ¿quién es? If S1 guesses correctly within 3 tries, he may choose next student to be blindfolded. If not, teacher chooses.

Have three children hide in the closet. One knocks on the door. Class (chorally) ¿Quien es? S: Soy yo. Class gets one chance to guess who knocked. If a child guesses correctly, he takes the place of S in closet.

Choose four captains. Each must recognize the name of the person pointed to by you, and answer to the question ¿Quien es él, ella? If the child can answer the question, he wins that person for his team. If not, go to the next team captain. When a child has been won by the captain, he may help the captain the next time the team is asked: ¿Quien es....?

Have the children seated in a circle on the floor. S1 rolls the ball to S2, asking ¿Quien eres? S2: Soy -----, and rolls the ball to S3.

3. Forms of Courtesy

A. General Comments:

Start using them as early as possible. Meanings will be grasped from the context. Use "please," "thank you" and "you're welcome" as much as possible, right from the start.

After the children know the command forms, add "please" and "thank you."

GRACIAS, DE NADA - S1 hands bell to S2. S2 must say "gracias." S1 must say "de nada." S2 then gets to ring bell as loud as he can. Bell continues to circulate and loudest ringer of bell wins.

B. Suggested Activities

Build "how are you" and the response into your daily greetings with your puppet.

Transfer the exchange with the puppet to the class as a group. Encourage them to respond chorally.

Repeat circle exercise. Have the students engage in a short dialogue: S1: Hello, Susie. S2: Hello, John. S1: How are you? S2: Fine, thanks, and you? S1: Fine, thanks. Goodbye. S2: Goodbye.

(To the tune of Frere Jacques)
Buenos diás, buenos diás
¿Qué tal, qué tal?
Muy bien, gracias
Muy bien, gracias
¿Y tu?

PRELIMINARY UNIT - UNIT I (SEPTEMBER) WEEK 3

I. CURRICULUM CONTENT

School in Spain

Imperative: ¡muéstrame! (R)

Vocabulary: Classroom (R) (see lexical guide)

Indefinite article, singular (R)

Rhyme/song/story
game/dance

II. PERFORMANCE OBJECTIVES

1. School in Spain

After hearing a description of school life in Spain, the student will name one difference and one similarity between school in Spain and in the USA.

2. Simple command: (MUÉSTRAME)

After hearing MUÉSTRAME used in a request to identify someone, the student will demonstrate his comprehension by pointing out the individual.

3. Vocabulary: Classroom

After hearing the names of fifteen classroom items for one week, the student will point to the correct item when its name is called at least three (3) out of five (5) times.

III. IMPLEMENTATION GUIDELINES

1. Simple command: Show me

2. Vocabulary: Classroom

A. General Comments:

Start incorporating the vocabulary into your general comments to the children. You can emphasize the words and point out the objects.

Teach the indefinite article with the noun.

Try to group the words logically: paper/pencil; blackboard/chalk.

Limit the number of new items to two or three a day.

Do not become impatient and request production of the word. The children can indicate comprehension with yes/no answers, gestures, and touch.

Let the puppet guide the children by modelling the kind of response you want.

B. Suggested Activities:

Ask the puppet to show you an item. While you repeat the article and noun, allow the puppet to point out the item or even touch the item.

Have the children to point to the item.

Have the children to leave their chairs and touch the item named.

Ask the children to differentiate between the demonstrated items with a yes/no response:

Variation 1: Hold up a book or a picture of a book and say: Is it a book? OR say: Is it a pen? In the latter case, after the children tell you no, say: No, it is not a pen It is a book.

Variation 2: Distribute pictures of the items, making sure there are two (2) pictures of each. Call out the name. The students who have the picture must bring them to your desk. The first one to reach you scores a point for his team.

Variation 3: Make up a stencil with three (3) or four (4) groupings of drawings representing the vocabulary items. For each grouping, you call out the name of an item, and the children draw a circle around the corresponding picture.

Variation 4: Use your drawings for a lotto game.

Have children place some items on their desk. They raise the item over their head as you call it out.

Mount pictures of items on colored paper, masculine objects on red and feminine objects on green. Call out an item, and have children place objects in two different areas of the room, designated by you. (Arrange it so that all the pictures of masculine nouns end up grouped together, and all the feminine nouns end up grouped together.) The groupings will thus also end up by color. The reasoning for all this will become more apparent in Unit 2 Week 1.

Give out picture cards of the vocabulary items. Ask: ¿Quien tiene -----? The child who has it must raise his hand.

Divide the class into two teams. Display the picture cards in the front of the room. Call one member of each team in turn, saying: ¡Muestrame -----! If the child does it correctly, the team scores a point.

Variation: Make up 2 teams. Display vocabulary picture cards in the front of the room. S1 on Team 1 to S1 of Team 2: ¡Muestrame un----! Team 2 gets a point if they pick the appropriate card. Then it's Team 2's turn to say ¡Muestrame---!

UNIT 2 (OCTOBER) WEEK 1

Vocabulary: Classroom (P)

Gender of Nouns (R)

Definite aritcle, singular (R)

Indefinite article, singular (P)

Interrogative: ¿Qué? (R) ¿Que es? ¿Es? (R)

Verb: tener (R)

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Vocabulary: Classroom

After studying the names of fifteen classroom items for two weeks, the student will correctly name items pointed out to him, with at least 60% accuracy.

2. Indefinite Article, Singular

After studying the names of fifteen classroom items for two weeks, the student will correctly use the appropriate indefinite article when identifying classroom items with at least 60% accuracy.

3. Interrogative: ¿QUÉ ES?

After hearing ¿QUÉ ES? used in a request to identify an item, the student will demonstrate his comprehension by naming it.

4. Question formation:

After hearing ¿Es? used in a question seeking confirmation, the student will demonstrate his comprehension by responding SÍ/NO.

5. Verb: Tener

After an activity in which pictures of classroom items are distributed to all members of the class, the student will demonstrate his comprehension of a "WHAT" question which uses a form of the verb TENER by naming the item requested.

IMPLEMENTATION GUIDELINES

1. Vocabulary, gender of nouns, articles, What is?, Is it? and to have:

A. General Comments:

These topics are so interrelated that describing learning activities for one topic includes several of the others. Therefore the activities suggested below apply to all or most of these items.

Start switching to the definite article when working with nouns. Use only the singular.

The pictures of classroom items should now be prepared on white paper as well as the set on red/green paper. You will need BOTH sets for this unit. Try to have enough so that each child can have one. They won't be used until next week, but you can start getting ready now.

B. Suggested Activities:

Hold up the pictures on colored construction paper. T: What is it? Choral response: A_____. After a while, call on individuals.

Variation: Devise a game like a spelling bee. You hold up the pictures or point to the item. The student must identify it correctly, using the indefinite article. If incorrect, the other team tries it.

Game: You call out the name of an item. Individuals or a member of a team must go to the item, touch it, say the noun (including the indefinite article) and return to his seat. May be done competitively.

Using two sets of pictures, on appropriately colored paper, tape all the green ones or all the red ones on the board. Play concentration. If this is too hard initially, mixing colors (two (2) of some reds, two (2) of some greens) will give the kids an additional clue. As each picture is turned over, the child says its name.

Introduce TO HAVE: Ask the puppet what you have hidden behind your back. Give him three (3) chances to guess correctly. When he does, he gets to hide something.

Now it's your turn to guess. Let the children guess what you have hidden behind your back. The child who guesses correctly then comes up to assume your role. Remember: you do the asking: What do I have? Ask the puppet, What do you have? Ask the class: What does Johnny have? Do not require the children to say: What do I have?

Distribute the pictures on colored paper. Call on a child. The child displays his picture to the class. You say: What does Johnny have? Class (chorally): A_____.

Variation 1: call on individuals to identify Johnny's picture.

Variation 2: ask Johnny to name his picture.

Variation 3: You ask; Who has the _____? The child who has it stands. The class answers: Johnny. Later you can vary this by letting the children answer using pronouns, responding individually etc.

Review activities for oral receptive vocabulary building, Unit 1, Week 3. Revise them so that they require responses from the children.

Tape the pictures to the board. Have a child come to the board and pick one. He shows it to the class, saying its name. He must then decide on his own where to place it (you have already designated the green feminine and red masculine areas).

Have the children fold a piece of paper in half. The outer half is the door. Inside they draw a picture of a vocabulary word. Then children describe to the class, ¿Qué hay detrás de la puerta?

Variation: Play as a guessing game.

UNIT 2 (OCTOBER) Week 2

I. CURRICULUM CONTENT

Negation: (with no)

Subject pronouns: Uds., nostros, ellos, ellas

Verb: Ser-somos, son

Question formation: ¿Qué es? ¿Es? (P)

El día de la raza

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Negation with (NO)

Given a request to confirm a statement which incorrectly labels an item the student will respond with a negative structure.

2. Subject pronouns and forms of the verb SER

Given a request to identify persons in the room by name, the student will include in his answer the correct subject pronoun and the corresponding form of the verb SER

3. Question formation: ¿QUÉ ES? ¿ES?

Given an item, or a picture of an item, the student will ask another student to identify the item in Spanish.

Given an item, or a picture of an item, the student will ask another student to confirm its name.

4. Columbus Day

After learning about the meaning of Columbus Day in Spain, the student will state in his own words the significance of this holiday in the Hispanic world.

III. IMPLEMENTATION GUIDELINES

1. Subject pronouns, plural forms of TO BE

A. General Comments:

For obvious reasons these two topics should be kept and taught together.

Remember, you have already taught the singular forms so concentrate on the plural in this unit. That does not mean that you should forget the singular forms when they seem appropriate.

B. Suggested Activities

Let your puppet try these first. Pointing to two students, ask: "Who are they?" S:_____and_____(uses names).

Repeat: T: Who are we? (points to student and self) S:_____and_____ (uses names). (Note: These two exercises are done three (3) times. The first time around pick only pairs of males, the second time, female pairs and the third time, mixed pairs).

Variation 1: T: Who are we? (points to student and self) S:_____and_____ (uses names).

Variation 2: T: Who are we? S:YOU ARE_____and_____(uses names).

Variation 3: T: Who are_____and_____(uses names). S: (They are) THEM. (Pointing) (first time practice with the disjunctive pronouns. Second time, use the verb)

Game. Have children form the greeting circle. This time each child has a partner. S1 and S2 are the first pair. S3 and S4 are the second pair. The dialogue: S1: We are_____and_____(uses names). S3: (turning to S4) They are_____and_____. S4: We are_____and_____. S2: (turning to S1) They are_____and_____. You may want to repeat this exercise immediately letting the children form new pairs and reverse positions so that S1 would be saying S2's part, etc.

Variation 1: S1: ¿ Quiénes son (names of S3 and S4)? S3: Somos nosotros. S4: ¿ Quienes son (names of S1 and S2)? S2: Somos nostros.

Variation 2: S1: (turning to S2): ¿ Quiénes son (name of S3 and S4)? S2: Son ellos (pointing). S3 and S4 repeat roles of S1 and S2. After the circle has been completed once, mix the children so that they switch roles.

Outdoor games: Organize as a relay race with children lined up in two teams. Pick a base for each team to touch. To start off the race, ask: Who are you? The first child in each row says: I am_____. Then he runs to the base, touches it and runs back to touch the next child in line. The second child must say: He (or she) is_____. I am_____and repeats the task. The first team to complete the round wins.

Variation: Repeat the relay race except this time the children are paired within their teams. T: Who are you? S1 and S2: We are_____and_____. Once back in place the next pair must say: They are_____and_____. We are_____and_____.

2. Question Formation

Suggested Activities:

Review exercises for Unit 2, Week 1. Adapt these to activate the form by allowing the children to ask questions.

Holding a picture or touching an item, you ask a student: T: Ask him what this is. S1: What is this? S2: It is a _____.

Variation 1: Repeat above, this time saying: T: Ask S2, Is this a_____? S1: Is this a _____? S2: Yes, this is a _____.

Variation 2: After you have taught negation, repeat variation one (1) providing for negative responses.

Variation 3: Divide the children into four (4) or five (5) groups. Let the children repeat this exercise and variations with the children playing your role as well.

3. Negation

A. General Comments:

The purpose of these exercises is to activate the negative form of statements. Keep it simple.

When negating a sentence, children should use the format: No, it is not.

B. Suggested Activities

Using known vocabulary and methods used in other exercises, pick out items and say: T: Is it a _____? Class: No, it is not a _____.

Variation 1: In above exercise class responds No, it is not a _____. It is a _____.

Variation 2: Do above exercises calling upon individuals.

Variation 3: Chaining exercise. T: Ask S2, Is this a _____? S1: Is this a _____? S2: No, it is not a _____.

Variation 4: Try the above exercises in small groups of four (4) or five (5) students letting one student play the role of the teacher.

Game. Have the puppet hide his eyes. Let a student point to an item or hold up a picture of it. The puppet asks: P: Is it a _____? Class: No, it is not a _____. Finally allow him to guess correctly.

Variation 1: Get a student to hide his eyes. Repeat.

Variation 2: Repeat in small groups.

Variation 3: Allow individual students to answer the question.

Repeat the concentration game from Unit 2, Week 1. As the student uncovers the pictures, he says: S: It is a (Picture 1). As he uncovers Picture 2, he either repeats what he has just said (A match) or: It is not a (Picture 1). It is a (Picture 2). This exercise can be done with the class as a whole or in small groups with several sets of pictures.

Explain to the children that you have forgotten the names of various objects in the room, or even people in the room. Enlist their aid in helping you remember. Point to an item and ask: Is it a_____? The children, of course, will answer: NO, it is not a _____. T: What is it? C: It is a _____.

Play a version of blind man's bluff. Blindfold S1. Pick S2. Let S1 try to identify S2 by touching, etc. S1 asks the class: Is it_____? or asks S2: Are you_____? until he guesses correctly (the latter version provides good practice using the verb TO BE, 1st person singular. Class (or S2): No, it is not_____. Other variations can be devised to provide practice with the other forms of the verb. Example: Call up two students and repeat the game.

4. Gender of Nouns

A. General Comments

Remember the pictures on white paper? Now is the time to use them as we continue working with gender of nouns passively.

Until now, the children have worked with colored construction paper backing and the following exercises depend on successful mastery of the colored paper exercises.

General Comment: In teaching children the gender of nouns it is not necessary for them to know the terms masculine or feminine. For them this is a matching process. Certain articles (and later adjectives) must be matched with given nouns. Matching is not a random process. What we want the children to know is which nouns match which articles.

B. Suggested Activities:

Place a blank sheet of red and of green construction paper on opposite sides of the board. Have a child select a white-mounted picture from your desk and pray that he takes it to the appropriate area. If this is too difficult, you may have to

a) direct them to the correct side of the board

b) point to each picture saying its name with the definite article several times, enunciating clearly and emphasizing the relationships.

c) have the children repeat what you say. Ask them if they can tell you if they hear the name sound in a pen and a table. You may have to make sure that they hear it. Repeat this for as many nouns as necessary until they catch on.

d) holding up the white mounted pictures, review one by one the article and name for each. Try the exercise again. If this fails, either repeat a through c or devise some other means of providing the children with the cues they need to successfully complete the exercise.

5. Columbus Day

The important things to mention are:

1) the role of Spain in the discovery of the New World
2) the name for this holiday in the Spanish speaking world: El Dia de la Raza
   a) Explain why it is called that
   b) Indicate the impact of Columbus' discovery on the entire Western hemisphere
   c) Point out that Spanish Americans, especially in the USA, often refer to themselves as la RAZA.

If you have time and the children are interested, you may mention how the holiday is celebrated in Spain.

UNIT 2 (OCTOBER) WEEK 3

I. CURRICULUM CONTENT

Numbers 1-10

Gender of Nouns (P)

Definite Article, singular (P)

Verb: Tener (P)

Interrogative: ¿Cuántos? (R)

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Numbers 1-10

The student will demonstrate his mastery of the cardinal numbers in Spanish by counting from one to ten .

Given a certain quantity of items to identify, the student will respond in Spanish with the correct number three out of five times.

2. Definite Article: Singular

When naming classroom items, the student will correctly use the appropriate definite article at least three out of five times.

3. Verb: Tener

After an activity in which pictures of classroom items have been distributed to the class, the student will demonstrate his mastery of the forms of the verb Tener by answering a question which asks for the name of the item possessed, including in his answer the correct verb form.

4. ¿Cuántos?

When asked a question which uses ¿Cuántos?, the student will demonstrate his comprehension by using the correct cardinal number three (3) out of five (5) times.

III. IMPLEMENTATION GUIDELINES

1. Numbers 1-10

A. General Comments

The number of activities possible for teaching numbers is so vast that it would be impossible to scratch the surface here. We will offer two or three to get you started.

Remember when counting to use your thumb to represent number one. You may want to point out the difference to them between European and American ways of enumerating with fingers.

If the children have already begun to add, include addition as part of number acquisition.

This is the first time the children have encountered the plural of nouns. Remember you will be teaching this in Unit 3, Week 1.

B. Suggested Activities

Some things you can use for counting are: fingers, children, pictured objects, flash cards with numbers on them, flannel boards to which items may be added. This is a good time to teach the Ten Little Indians Song.

Practice the numbers while activating the verb TO HAVE, asking the children how many of this or that that they have.

Game: Steal the bacon. Divide the children into two teams of ten each. Number each child. Place "the bacon" in a circle equi-distant from each team. When you call out a number, the corresponding child in each team tries to steal the bacon for his team without getting tagged by his opponent.

Game: Hot Potato. In this version, children call out a number in sequence as they pass the potato.

Game: Concentration. Write the numbers 1 through 10 twice, each set on a different color of paper. Arrange them on the board and let the children play in two teams. As each child takes his turn at the board, he calls out the numbers he has uncovered.

Game: Lotto. Either use a commercial set of number lotto or make your own. When making your own, you can vary the boxes by the number of items portrayed or by varying the items. E.G. Ten different boxes with from one to ten books illustrated; another 10 different boxes with from one to ten children illustrated, etc.

Use the Hap Palmer song La Marcha de los Números.

Make up your own activities. Be brilliant and creative.

2. Gender of Nouns

A. General Comments

The ability of the children to make this distinction depends upon the success of the exercises of the previous two weeks.

Remember that all the children have to know about gender of nouns is how to match the indefinite and definite articles with nouns. They do not need to know the words masculine or feminine or anything more about the grammatical distinctions involved.

Encourage the children to use the definite article singular in their speech.

This will also be a good place to also activate the definite article singular. See exercise below.

B. Suggested Activities

Using the white-mounted pictures, have the children tell you how to group them. Using no red or green markings. When there is a question, you may ask them: Do you think that A pen sounds more like A pencil or A table?

Transformation exercise. Starting with feminine nouns, have the children shift from indefinite to definite article. Use the pictures. T: It is A _____. Class: It is THE_____.

Variation 1: Have individual students respond.

Variation 2: Distribute the pictures. Have the children stand up and display their picture. They say: It is a_____. They call on someone else to transform to the definite article. If you don't have enough pictures, pass them out a second time.

3. Verb: TO HAVE

Suggested Activities

Review Unit 2, Week 1. Revise the activities so that the children are now orally using the forms of the verb TO HAVE.

Show the class two picture cards. Hide one. Pick an S to guess which picture card remains. If he guesses correctly, he gets to keep the card. Ex.: Juan, ¿qué tengo en la mano? S: Ud. tiene -------.

Give each student two cards. Ask, ¿Qué tienes? S: Tengo --- y ---. Then S hides one card (as above) and you guess which one remains in his hand. If you guess correctly, you get the point. If you miss, the class gets the point. Periodically, review the number of points you and the class have--a good way to incorporate the UDS. form of TENER.

Variation 1: Practice the plural forms (nosotros and Uds.) of tener: Hand out two (2) vocabulary picture cards to each student. With three (3) or four (4) helpers, go from student to student asking ¿Qué tienes? Then, they hide one card. You and your helpers must guess which remains. If you guess correctly, you get the point. Otherwise, they get the point.

Variation 2: Divide the class into two teams. Each student asks a student on the opposite team ¿Qué tienes? S2: Tengo----y----. S1 then must guess what S2 has in his right hand. Each team tries to accumulate the winning number of points.

4. Interrogative: ¿Cuántos?

A. General Comments

Obviously, teach in conjunction with numbers 1-10.

Use of ¿cuántos? will facilitate review of classroom vocabulary.

The stories and story kits are useful for counting items.

B. Suggested Activities

Be creative in finding items around the classroom to be counted, asking for example, how many windows, doors, etc. are in the room.

UNIT 2 (OCTOBER) WEEK 4

I. CURRICULUM CONTENT

Halloween (La víspera de Todos los Santos)

Todos los Santos (November 1)

El día de los difuntos (November 2)

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. All Saints Day

After hearing a description of customs related to the celebration of All Saints Day in Spain, the student will state one similarity or difference between Spanish and American customs.

III. IMPLEMENTATION GUIDELINES

Halloween

You will no doubt want to tell the children that there are both similarities and differences in the way Halloween is celebrated here and in the target culture. In Spain children sometimes do dress in costumes but it is on November 2nd. In Spain Halloween is only part of a larger religious holiday. The 31st. is celebrated religiously and is called All Saints Eve. November 1st. is actually the holiday and it is called All Saints Day. In Spain the 2nd. is also celebrated and is called El Día de los Difuntos. It is the Spanish Memorial Day. Visits to the cemetery are made and flowers are laid on the graves.

UNIT 3 (NOVEMBER) WEEK 1

I. CURRICULUM CONTENT

Plural of Nouns

Definite Article Plural

Indefinite Article Plural

Verb: ir (R)

Interrogative: ¿adónde? (R)

Imperatives: ve! vayan! (R)
ven! vayan! (R)

Vocabulary: Colors (see lexical guide)

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Plural of Nouns

Given five nouns in the singular, the student will produce the plural form correctly three out of five times.

2. Plural of Articles: Definite and indefinite

Given five nouns in the plural form, the student will match them with the appropriate definite article at least three out of times.

Given five nouns in the plural form, the student will match them with the appropriate indefinite article at least three out of five times.

3. Verb: IR

When asked a WHO question which uses the verb IR, the student will demonstrate his comprehension by naming the individual.

4. Imperatives

When given the command form of the verb IR, (VENIR) the student will demonstrate his comprehension by responding appropriately.

5. Vocabulary: Colors

When asked to select a given color from an assortment of colors, the student will demonstrate his comprehension by selecting that color at least three out of five times.

When asked to state the color of items, the student will respond correctly at least three out of five times.

III. Implementation Guidelines

1. Plural of Nouns

A. General Comments:

Although this topic is formally introduced at this time, chances are the children are used to hearing the plural forms of nouns and may even be able to produce them.

Begin by concentrating on nouns which end in vowels. Then move on to nouns ending in consonants.

It is recommended that the numbers be used when introducing the topic of the plural forms of nouns.

B. Suggested Activities:

Counting exercise: Have the children stand while you count them. 1 boy, 2 boys, 3 boys, etc. Repeat with girls.

Variation 1: Have each child hold up a book, pen, pencil, etc. You count them. Let the children count with you after a while. Then let them count without you.

Variation 2: Find out how many doors, windows, teachers, etc., there are in the room. Have the children respond chorally first; then move on to individuals.

Variation 3: Adding exercise. Practice adding together various objects in the room. Just get the totals at first. You can build up to full sentence responses.

2. Definite and Indefinite articles, plural

A. General Comments:

Use unos and unas when appropriate. Don't stress them beyond normal usage.

You can incorporate the plural forms into your speech (as you inevitably have been doing all along) so that the children are used to hearing them).

3. Verb: IR

Interrogative: ¿Adónde?

A. General Comments:

We are dealing with comprehension skills only at this point.

Use the verb only to describe physical movement. Other constructions will be dealt with later on.

General Comments (Cont'd.):

The verb can be taught in conjunction with the interrogative, and the imperative forms.

When asking students questions using...IR, be sure to ask them while the students are actually en route from one place to the other. Otherwise, you would need to use the past tense.

B. Suggested Activities:

Order S1 to go to a specific place in the room. Ask your puppet: "Who goes to the _____?" Puppet: "S1." Repeat with various S's. When you think they are ready, ask the class to respond chorally to your question.

Variation 1: Simultaneously send two children to different points. Ask the puppet: "Who goes to the _____?" P: Names appropriate student. Again, when you think that the class is ready, ask the class to respond to your question chorally, then individually.

Variation 2: Repeat Variation 1. This time use a pronoun instead of the student's name.

Variation 3: Repeat with different combinations of students so that you get as many verb forms covered as possible.

Variation 4: Repeat, sending several students simultaneously to points in the room. Ask: "Who goes to the _____?" Appropriate student identifies himself.

Variation 5: Repeat, using pairs of S's so that you can use the plural forms.

Variation 6: Repeat all of the above, asking as Where questions.

Using pictures, ask "Who goes" questions. Example: A picture of Goldilocks entering the house of the bears. A boy entering a classroom. Little Red Riding Hood going to see Grandma.

Variation 1: Duplicate and distribute pictures showing different people going to various places. The students mark the picture which corresponds to the verbal description you give them. This exercise may also be done on transparencies and projected, and therefore done as a group activity.

Variation 2: Using the pictures, ask "Where" questions or "yes/no" questions. Example: "Where is the boy going?" Response may be in English. Or: "Is the boy going home?"

Variation 3: Repeat variation 1 orally.

Suggested Activities (Con'd.):

Variation 4: Using the pictures, students must discriminate between where descriptions: John goes to school/John goes home.

Make one child's behavior contingent upon another's: "Mary, when John goes to the board, go to your seat."

Game: Blindfold S1. Send S2 to the door. Ask S1," Quien va a la puerta?" If he cannot guess correctly, then S1 takes S2's place.

Variation: Send pairs of S's to the door, to practice plural verb forms.

Game: Secretly command S1 to go to a designated place in the room. Ask the class: " ¿Adónde va S1?" The student who guesses correctly takes the place of S1.

Variation: Send pairs of students.

Game: Have your puppet try to fool the class as to where he is going.

3. Imperatives: ¡ve! ¡vayan!
¡ven! ¡vengan!

A. General Comments:

Use with review of numbers.

Incorporate with teaching of colors.

Teach with indicative forms.

B. Suggested Activities:

Line up children. Give them numbers. Order some to the center: individually, in pairs, or in groups.

Candyland: Make a pathway of various colors in random order. Distribute enough gameboards so that there is one for every four children. Each child receives a numbered ticket or token (use numbers 1-4). In turn, instruct each number to a colored slot by drawing the colors from a hat, saying: "No. 1, go to green." etc.

Read the Dr. Suess book GO DOG, GO. This is good for building vocabulary in that it repeats colors, up and down, above and below. Be sure to count everything you see. Obviously, you will need to translate the book into Spanish.

Suggested Activities (Cont'd.)

Game: Put colors up on the wall. Give each student a color slip. Instruct a student: "Ve a tu color!"

Variation: Send several S's simultaneously. (¡Vayan!)

Variation 2: Ask S's to name the color when they get there.

4. Colors

A. General Comments:

When dividing the class into teams, give each team the name of a color.

When talking about a color without an accompanying noun or without one implied, the masculine form is used.

B. Suggested Activities:

Candyland.

Distribute papers with vocabulary items drawn in outline form. Have the children color them as you direct.

Variation: Tell the children to use only 1 color per item. You don't care what color they use for any given item. Restrict them to the colors you are studying. When they have finished coloring, call on children, saying: "What color is your pen?"

Divide the children into groups. Give each group a color (may also be done by distributing colored tickets or by designating certain tables by color.) Play Simple Simon using colors, ordering colors to stand, sit, go somewhere.

Color Lotto.

Identify the color of objects in the room.

Use the Hap Palmer record, Vamos a aprender los colores.

Game: Put colors up on the wall. Give each student a color slip. Instruct a student: " Ve a tu color!"

Variation: Send several S's simultaneously (¡Vayan!)

Variation 2: Ask S's to name the color when they get there.

B. Suggested Activities (Cont'd.):

Review the forms of TENER, asking: "Who has a red pencil?" Etc.

Play "What do I have?" Take 3 colored cards, or 3 identical pictures colored in different colors and place them behind your back. The children must guess the color. Repeat, allowing the students to play your part.

Variation: Play 20 Questions. Students must guess the name of the object as well as the color.

Review negation: Hold up an item or a picture saying: "Is this a red pen?" S's (Chorally): "No, it is not." T: "What is it?" Sl: "It is a yellow pen." (Or: "It is a red pencil.)

UNIT 3 (NOVEMBER) WEEK 2

I. CURRICULUM CONTENT

Verb: ir (R)

Descriptive adjectives (Post-position): bueno/malo, pequeno/grande

verdad? (R)

Possession: with de

Vocabulary: The Family (see lexical guide)

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Verb: IR

When asked a WHO question which use the verb IR, the student will demonstrate his mastery of the forms by including in his answer the name of the person and the appropriate form of the verb.

2. Descriptive Adjectives: BUENO/MALO, PEQUENO/GRANDE

When shown a pair of clearly contrasting pictures, the student will label each with an appropriate descriptive adjective.

Given a question which requests a choice of adjectives to describe an item or person, the student will respond in a sentence including an adjective in an appropriate slot.

Given a sentence and a descriptive adjective, the student will place the adjective in its appropriate slot in the sentence.

Given five sets of nouns and adjectives, the student will match the adjectives with the nouns by gender at least three out of five times.

Given five sets of nouns and adjectives, the student will match the adjectives with the nouns by number at least three out of five times.

¿VERDAD?

Given a statement with a confirmation tag, the student will demonstrate his comprehension by responding with SI or NO as appropriate.

4. Possession: DE

Given a request to identify the owner of an item, the student will respond in a sentence using the DE construction to indicate possession.

5. Vocabulary: The Family

Given a set of pictures depicting a typical family, the student will use at least four (4) words in Spanish to describe the relationships among the people shown.

III. Implementation Guidelines

1. Vocabulary: The Family

A. General Comments:

If you haven't read the children Goldilocks and the Three Bears this is a good time to read it. The vocabulary from the story can be used in conjunction with this unit.

Remember that the vocabulary listed in the guide is minimal. You may want to add to it.

You may want to use the face and body puppets, as well as the flannel board materials.

When asking questions regarding the composition of your students' family, be sure to call on only those students who volunteer an answer. This will help to avoid uncomfortable situations for the children and for you.

From the stories and from other classroom activities the children may already know mama and papa for mother and father. You may wish to introduce the more formal forms madre and padre. Use your judgement as to whether this creates any confusion.

B. Suggested Activities:

Family lotto.

Using the flannel board materials, introduce the Lopez family. You may want to give them all names. Talk about the relationships. Later, children may point out the individuals you name. E.G.: "Who is the father?", etc.

Let the children draw a picture of a family. Let them indicate on their own picture who is the father, mother, etc., in response to your questions.

You can incorporate review into the study of the family. E.G.: Show the children pictures such as a boy holding a book, a woman coming into the house, asking in Spanish, T: "¿Qué tiene el nino? ¿Adónde va la mamá? ¿Cuantos niños hay?"

For teaching aunt, uncle, cousin vocabulary the family tree comes in handy. You have one in the Language Visuals kit. It may be fun to draw one on the board, talking about the family you have just created.

2. Verb: IR

A. General Comment:

We are now activating the comprehension skills acquired in the previous week.

B. Suggested Activities:

Review the activities indicated for the previous week. Revise them so that the children are involved in familiar activities while using the new forms.

Have the puppet order you to go somewhere in the room. Tell him: "Si, yo voy al _____." The puppet keeps repeating his command, and may lose his patience. Repeat (exasperatedly): "Voy. Voy."

Variation 1: Repeat, this time ordering the Basic Instruction Teacher. She responds with: "VOY".

Variation 2: Repeat, this time sending students individually. Build up to sending pairs of students so that they can use the first person plural forms.

Variation 3: Ask the class where the students are going, or where you are going.

Play: ¿VAS TU? Arrange the children in a circle. You will start off the game by asking the first child: "¿Vas tú a _____?" S1: "Si, yo voy". He turns to the child next to him, saying: "¿Vas tú?" S2: "Si yo voy. Y S1 va también." S2 turns to S3: "¿Vas tú?" S3: "Sí, yo voy, y S1 y S2 van tambien." S3 to S4: "¿Vas tú?", etc.

Variation 1: S2 etc. say: "Si, S1 y yo vamos."

Variation 2: Review the negative by allowing some students to say NO. Then the object of the game is to remember correctly who is going and who is not going.

Variation 3: Play as above for S1 through S5 or S6. For the rest of the class, the question then becomes: S7 to S8: " Va S3?" S8 must state correctly if S3 is going.

Game: Say to S1: "Voy a la puerta, ¿vas tú?" S1 must say the secret password to join you ("Si, yo voy."). Then go to S2 and repeat. Make your line as long as possible.

Memory Chain: Have the class make a circle on the floor. S1: " Voy a la puerta, y tu?" S2: "Si, voy a la puerta y a la ventana, y tu?" S3: "Si, voy a la puerta, a la ventana, y a la silla." Keep the chain going as long as possible.

3. Descriptive Adjectives: BUENO/MALO, PEQUENO/GRANDE

A. General Comments:

The pequeno/grande contrast is one the children are probably familiar with already from the stories they have heard.

Remember to use the adjectives in the post-position slot. Although it is acceptable to use the adjectives in preposition in given linguistic contexts, that is an issue best avoided right now.

In teaching adjectives in this unit, we are not merely concerned with the semantic value of the adjective, but with syntatic and morphological usage as well. This means attention is paid to where the adjective goes in the sentence and to its form (I.E., agreement by number and gender). This is especially clear when reading the performance objectives for this topic.

If the children make errors in placement or form of the adjective, repeat their response in grammatically correct form. Do not make them repeat it correctly or make a big fuss over errors. They will have many years in which to get it right.

Check your "Opposite Concepts" flannel board for visual aids.

Safety Posters which contrast safe and unsafe habits may be useful for teaching the bueno/malo contrast.

B. Suggested Activities:

Use pictures which clearly show people engaging in activities which the children can identify as good or bad. Ask your puppet: "Is this good?" OR "Is this boy good?" P: "Yes, it is good." OR "Yes, he is good." After several runthroughs ask the questions so that you are eliciting a yes/no answer. Later let the children use the adjectives in their response. You can take advantage here of the Big Bad Wolf from your stories.

Variation 1: Ask the children to pick the picture which matches your description.

Variation 2: Do the same as above exercises for the large/small contrast.

B. Suggested Activities (Cont'd.)

Ask your puppet if you, the children, the BIT have been good that day. Ask the children the same questions.

Use the flannel board kits for the large/small contrasts. The visual cards may also have some helpful aids.

Give the students a sentence followed by a question asking for a description. The students answer in a sentence including a descriptive adjective. REMEMBER to give them many model responses before they try doing it. T: "El es Juan. ¿Es grande?" S. "Sí, Juan es grande." OR T: "Tienes un libro. ¿Es bueno?" S: "Si, es un libro bueno."

Show the children a picture or an object, Say:" Es una maestra. ¿Es buena?" Ss (Chorally, then individually): "Sí, es una maestra buena." Try it as a standard combination drill, but make certain that there are visual stimuli to correspond to the drill patterns.

Using clearly contrasting pictures, ask the children to identify the objects in the pictures. Then elicit a description. T: "What are these?" Ss: "Pumpkins." T: Are they large or small?" Ss: "They are small." T: "What is this?" Ss: "It's a witch." T: "Is she good or bad?" Ss: "She is bad."

Variation: Ss include noun in their answer. E.G., They are small pumpkins. She is a bad witch.

Variation 2: Use objects in the classroom instead of pictures.

Variation 3: Use colors instead of good/bad and large/small.

4. Confirmation tags: ¿VERDAD?

A. General Comment:

This is a good place to work in a review of vocabulary, adjectives, numbers and colors. Also, the verbs SER and TENER can be worked in here.

B. Suggested Activities:

Go around the rcoom asking a series of true/false questions such as T: "María is the teacher, right?" Ss (chorally): "No." T: "The pumpkin is green, right?" Ss: "No, the pumpkin is not green. Pupil responses can vary from one word to short phrases to full sentences, and be manipulated so that they are producing negative statements.

SUGGESTED ACTIVITIES (Cont'd.):

You might try this one as a device to promote pupil communication skills. Have the children each make up a statement to which they append a confirmation tag. They get to ask the rest of the class, or a partner, or you, their question.

5. Possession: With DE

A. General Comments:

During the first week stick to construction with DE. When you move into the second week you may start sprinkling in constructions with the possessive adjectives into your speech. E.G., T: "¿De quién es la pluma?" Ss: "Es de Mariá." T: "Sí, es su pluma."

Some problems arise when using the preposition DE. One is that as a preposition it takes a class of pronouns with which the children are not yet familiar. Therefore, encourage the children to stick to nouns. The other problem is that with common nouns the definite article is often used. This will introduce the contraction formed by DE and the definite article masculine singular (i.e., Es la pluma del niño.) Go ahead and do it. Hopefully, the children will produce the contraction from your example. If not, we can work on it at a later date. If you think it appropriate, you can work on it now.

The definite article is sometimes required when using the term Mr. or Mrs. Go ahead and elicit responses which might include the terms, and model the correct response for the children. If they make a mistake don't correct them, just repeat the correct pattern for them.

B. Suggested Activities:

Using sets of pictures you can ask questions which initially elicit one word responses. You can build up to longer responses as the children become proficient with the constructions. E.G.: Show a picture of a boy walking down the street. Show a picture of a girl walking her dog. T: "De quién es el perro, de Roberto o de Mariá?" Ss: "Mariá." OR "Es el perro de Mariá." OR "Es de Mariá." T: El perro, ¿es del niño, o es de la niña?" Ss: "La niña." OR "Es de la niña."

Ask two students to each give you a pen (book, pencil, etc.) Place them behind your back, mixing them up. Ask: "Whose pen do I have in my hand?" Ss guess. You raise your right hand, showing whose pen you actually had. Can be played competitively.

Variation 1: The things behind your back are not two identical items. T: "Am I holding John's pen or Mary's pencil?"

B. Suggested Activities (Cont'd.):

Variation 2: Select a child to be "it". Send him out of the room. Together with the class, select an item belonging to someone in the room. The child comes back in the room and must guess the possessor of the item.

Game: Come prepared with a large box or basket. Ask the children to select an item from their desk or a picture or something to contribute to your basket. Approach the first child and ask him what he has. S: "It is a _____." Put the item in your basket. T: "¿Qué tengo?" Ss: "Tiene el _____ de S1." Go to S2. Repeat the procedure. T: "¿Qué tengo en la cesta?" Ss: "Tiene el _____ de S1, y el _____ de S2. Continue up to 5 items. Make the chain longer and longer, and see how far the children can go.

Variation: After you have 5 or 6 items, stop. Select one item from the basket in a way which prevents the children from seeing which one you removed. They try to guess whose _____ you have in your hand. The children can also play your role.

UNIT 3 (NOVEMBER) WEEK 3

I. CURRICULUM CONTENT

Thanksgiving

The Spanish Family

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. The Spanish Family:

After hearing a description of Spanish family life, the student will state one similarity and one difference between Spanish and American family life.

III. IMPLEMENTATION GUIDELINES

1. Thanksgiving

A. General Comments:

You may point out to the children that Thanksgiving is a uniquely American holiday. However, the foods that we eat, and the tradition of getting together with the family are not uncommon. You might wish to add that although some of the foods are the same in both countries, they don't necessarily eat them in the same way. Example: Pumpkins are eaten as a vegetable and not as a pie filling.

Break down the English word THANKSGIVING for the children and point out that they already know how to say part of it in Spanish. You may want to teach them to say " EL DIA de ACCION de GRACIAS."

2. The Spanish Family

General Comments:

The children will be studying the Spanish family as part of their regular Social Studies Curriculum during the year. Therefore, we will not go into much detail here, but mainly point out the relationship between the Spanish family as a cultural unit and the family vocabulary unit.

Some things to mentions are: The composition of the family; the role of the parents; and the relationship between parents and children.

UNIT 3 (NOVEMBER) WEEK 4

I. CURRICULUM CONTENT

Possession: Possessive adjectives mi, tu, su with singular nouns

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

Possession: Possessive adjectives

Given a statement which uses a possessive adjective to modify a singular noun, and given a question indicating a new singular possessor the student will respond by substituting the appropriate possessive adjective at least three (3) out of five (5) times.

III: IMPLEMENTATION GUIDELINES

1. Possessions with adjectives:

A. General Comments:

Lead up to the use of possessive adjectives by using the DE construction.

Restrict the use of possessive to singular nouns for the moment.

Possessive adjectives in Spanish agree with the article possessed in number and gender, NOT with the number of the possessor. This point is particularly important as the children begin to work with the forms NUESTRO and SU.

B. Suggested Activities:

Using the pictures the students drew of their real or imagined family in previous weeks, ask: "¡Muéstrame tu mamá (hermano, papá," etc.)!"

Go around the room asking the children to show you their possessions.

"¡Muéstrame tu libro (lápiz, maestra, silla) etc!"

Identify the color of things belonging to your students. T: "Tu pluma, ¿es roja o blanca?" S: "Roja." OR "Es roja." OR "Mi pluma es roja." Build up to: "¿De qué color es tu pluma?" Accept one word, adjectival responses. In time, model a complete sentence response and encourage your students to use it. S: "Mi pluma es roja."

Collect 3 pencils from your students. Hold one up. T: "¿De quién es el lápiz?" Owner: "Es mi lápiz."

Go around the room with the puppet. He claims that everything belongs to him. Pick up a student's pencil. P: "Este es mi lápiz." T: (point to puppet, address student): "¿Es su lápiz?" S: "No." OR "No, es mi lápiz." OR "No, es su lápiz."

Divide the class into teams. Each team sends one member to the front of the room. Each student brings his pencil, or book, etc., with him. Blindfold S1, S1 picks up one of the pencils, saying: "Es mi lápiz." S2 replies: "Sí, es tu lápiz." OR "No, es mi lápiz." OR "No, no es tu lápiz." If the answer is Sí, Team 1 gets a point. Reverse, blindfolding representative from Team 2 in the next round.

UNIT 4 (DECEMBER) WEEK 1

CURRICULUM CONTENT

Possession: possessive adjectives - nuestro(s); all forms with plural nouns

Verbs: estar (R)
necesitar (R)
querer (R)

Locatives: aquí/allí

Interrogative: ¿Dónde? (R) ¿Dónde está? (R)
¿Cómo? ¿Cómo está?

Vocabulary: Playthings (R) (see lexical guide)

Chrsitmas

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Possession: Possessive Adjectives

Given a statement which uses a possessive adjective to modify a singular or a plural noun, and given a question indicating a new singular or plural possessor the student will respond by substituting the appropriate possessive adjective at least three out of five times.

Given a question in which possession is expressed with DE, the student will respond with the possessive construction using the appropriate singular or plural possessive adjective correctly three out of five times.

2. Verb: ESTAR

Interrogative: DONDE

After hearing a question in Spanish which used the interrogative DONDE, and a form of the verb ESTAR, the student will demonstrate his comprehension by pointing to a person or item to be located.

3. Verb: QUERER

Given an assortment of items, and given a question using the verb QUERER, the student will demonstrate his comprehension by selecting those items of his choice.

After an activity in which a student(s) has indicated his choice of items and given a question using the verb QUERER, another student will demonstrate his comprehension by indicating the items previously selected.

4. Verb: NECESITAR

Given an assortment of items and given a question using the verb NECESITAR the student will demonstrate his comprehension by selecting those items he needs.

After an activity in which a student(s) has indicated the items he needs, and when given a question using the verb NECESITAR, another student will demonstrate his comprehension by indicating the items previously selected.

5. Locatives: AQUI, ALLI

When asked to locate an item or a person, the student will respond by pointing to the item, or person and saying the appropriate locative.

6. Vocabulary: Playthings

After hearing the names of seven playthings for one week, the student, when given an assortment of items, will select the correct item when its name is called at least four out of seven times.

7. Interrogative: ¿Cómo?

Given a question which uses ¿Cómo está?, the student will reply appropriately.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 4 WEEK 1 DECEMBER

III. IMPLEMENTATION GUIDELINES

1. Possessive Adjectives

A. General Comment:

It is difficult to devise exercises where children actively use the possessive adjective that are meaningful, communicative, and reality oriented. Most questions using the possessive adjective elicit responses using a possessive pronoun or the DE construction. It is better to remain in the realm of meaningful communication that to create exercises which require unlikely utterances as a response. Using the possessive adjective in your questions will provide the children with comprehension skills. They can do some exercises that are sensible and communicative. Restricting ourselves to these two formats we assume that the children will gain enough skill so that when necessary they will be able to use the forms appropriately.

Last week we introduced the possessive adjective modifying singular nouns. This week start working with plural nouns as well as with plural possessors.

B. Suggested Activities:

See Unit 3 and 4 (November) for exercises which can be adopted to the plural forms of the possessive adjectives.

Ask the teacher to give you several identical items that belong to her. (e.g., books, papers, etc.). Have the teacher cover her eyes while you select one child to hide the items in his desk. The teacher goes around the room demanding: "Give me my _____." Ss: "I don't have your _____." May be done by puppet, by you and finally by Ss.

Ask the children to identify some things that belong to all of them. Example: "Our school is Douglass . Our teacher is Ms. Smith ." Etc.

Variation: Have the children point in response to questions: "Where is our flag? Where are our plants?, etc."

Variation: Let the person who hides his eyes guess where some one else's property is hidden. The question then becomes: "Where is your (pl) ____, his (her), etc ____?"

2. Vocabulary: Playthings

A. General Comments:

This vocabulary unit is most appropriate at this time of year and that should facilitate teaching activities.

Remember the vocabulary indicated in the lexical chart indicates minimal requirements. Feel free to add vocabulary as the needs and interests of the children indicate.

You may want to teach the vocabulary in conjunction with the verb QUERER This may also be a good way to continue working with TENER.

B. Suggested Activities:

Review activities used for classroom vocabulary and TENER and adapt them.

Mount pictures of the vocabulary on cards. Have the children show you the items as you say its name.

Have the children draw pictures to illustrate sentences that you give them: "The boy has a ball. The mother is on a bicycle, etc."

Bring in magazines, catalogues, etc. Have the children cut out pictures of the vocabulary items.

Ask questions which require a show of hands or yes/no responses. T: "Who has a doll at home? Who has a bike?"

Distribute line drawings of the vocabulary for the children to color. Review colors and possession. Asking: "What color is your truck? What color is Mary's balloon?" etc.

Using the flannel board, or other illustrations, review the family vocabulary telling the children: "The ball belongs to the sister. The balloon belongs to the baby."

3. Verb: QUERER

A. General Comments:

Although we intend that the verb be used primarily with noun objects, it may also be used with infinitive verb objects as well. At this point we are most concerned that the children be able to use the verb with noun objects. We will concentrate on the use with infinitives later. That doesn't mean that you can't use both constructions in your speech.

B.. Suggested Activities:

Play store. Ask the children what they want. They point to the item they wish. Or you can ask them "Do you want this_____?" Children reply with a yes or no.

Variation: Invite pairs or groups of students so that you can use the plural forms.

Play LET'S MAKE A DEAL. Distribute objects or pictures to the children. Keep some very desirable ones for yourself. Go around the room offering to trade with the children. You might tell some that you don't want the items they have. Ask others if they want what you have. After all the trading, see who wants to trade again for the contents of the Mystery Box. Be amusing and creative.

Select a child to come to you. Ask: "What do you want for Christmas?" The child whispers in your ear. Ask the class: "What does John want for Christmas?" Class guesses. The child who guesses correctly gets a turn to whisper in your ear.

4. Verb: NECESITAR

A. General Comment:

Include this only if you have the time and the inclination.

Use in conjunction with classroom and playthings vocabulary.

B. Suggested Activities:

Adapt activities for QUERER to use with NECESITAR.

Act out some imagined situations. Example: Tell the children that you wish to write a letter. Pick up a pencil or a pen and suddenly discover that you are missing one more thing. Ask the children what you still need. Or, pretend that you wish to play baseball. Grab a bat and ask the children what else you need. Etc.

When playing store, tell the children how much money they need to pay for the items they select. You may wish to use monopoly money here.

5. Interrogative: ¿Dónde¿Dónde está?
¿Cómo¿Cómo está?

A; General Comment:

Chances are that the children already know these. If not, now is the time.

Begin class by asking, "¿Cómo está? (s)(n)?"

B. Suggested Activities:

Cover the puppet's eyes. Send a student to a place in the room by pointing. Ask the puppet to find the student. After a while, blindfold the children.

Hide an item in the classroom. Have the puppet and then the students find it. Don't forget to ask ¿Dónde está?"

Review classroom vocabulary using DÓNDE ESTÁ. T: ¿Dónde está la ventana, la puerta, la muestra, etc.?" Children can point in response. Incorporate using ALLI by having the children point and say ALLI.

Variation: Select a child to respond to your question. He goes to the item TOUCHES IT and says AQUI.

Adapt exercises for teaching ¿Qué tal? for ¿Cómo está?

6. Locatives: Aquí/Allí

A. General Comment:

Associate AQUI with touching and ALLI with pointing.

B. Suggested Activities:

Review the commands VE and VAYAN, VEN and VENGAN, using ALLI.

Take several familiar objects from the room and put them on the desk in the front. Ask the children where they belong, incorporating AQUI and ALLI into your questions. You may want to make lots of mistakes in finding the right place for the items. Example: "¿Lo pongo aquí o allí?"

Use in conjunction with ESTAR. Ask children if certain individuals are present, as in earlier exercise where you ask: "Dónde está la maestra?" Students respond: "Está allí."

7. Verb: ESTAR

A. General Comments:

Use primarily for location in your classroom exercises. In your daily speech use ESTAR as appropriate.

Incorporate into teaching DÓNDE and AQUI and ALLI.

Remember that HAY is used for location for the indefinite article and nouns modified by numbers (and other adjectives of quantity.)

B. Suggested Activities:

See activities for DÓNDE ESTÁ and for AQUI and ALLI

Ask questions which elicit a yes/no response. T: "¿Está Johnny Bench en la clase?" Etc.

7. Christmas

Supply the children with vocabulary relating to Christmas as the need arises (tree, present, etc.). In Week Three we plan to talk about Christmas in Spain. You can do it before if you choose.

UNIT 4 (DECEMBER) WEEK 2

I. CURRICULUM CONTENT

Comparatives: más/menos; mucho/poco

Verbs: estar (P)
querer (P)
necesitar (P)

Interrogative: ¿Donde? (P) ¿Donde esta? (P)

Vocabulary: Playthings

Clothing (R) (see lexical guide)

Christmas

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Comparatives

Given a pair of clearly contrasting pictures, and given a question which requests a comparison, the student will respond in a sentence using the appropriate comparative. Where necessary, the comparative will match the noun it modifies in number and gender.

2. Verb: ESTAR

After hearing a question in Spanish which uses the interrogative DONDE and a form of the verb ESTAR, the student will respond in a complete sentence using the appropriate form of the verb ESTAR.

3. Verb: QUERER

After an activity in which pictures of playthings have been distributed to the class, the student will demonstrate his mastery of the forms of the verb QUERER by answering a question which asks for the name of the item, including in his answer the correct verb form.

Given a yes/no question using a form of the verb QUERER and the name of an item the student will include in his answer the correct form of the verb.

4. Verb: NECESITAR

Given an assortment of items and given a question using the verb NECESITAR, the student will respond in a complete sentence using the appropriate form of the verb NECESITAR.

5. Interrogative: DONDE

After an activity in which familiar items are hidden around the classroom, the student will ask the location of an item, using the interrogative DONDE in his query.

6. Vocabulary: Playthings

Given a box in which seven playthings have been placed, the student, without looking, will select one item and correctly identify it by name four out of seven times.

7. Vocabulary: Clothing

After hearing the names of articles of clothing for one week, the student will demonstrate his comprehension by pointing to the appropriate article of clothing on himself or on another student when its name is called.

SPANISH BILINGUAL PROGRAM CURRICULUM

Unit 4 Week 2 December

III. Implementation guidelines

1. Comparatives

A. General Comments:

The flannel board materials should have several sets of contrasting illustrations which exemplify the comparative concepts.

Although the curriculum indicates the comparative function of these words, you may also want to use them in addition and subtraction exercises.

Try to use the comparatives to review adjectives we have already worked with.

B. Suggested Activities:

Using the flannel board materials, tell the children about the contrasts, eg. this family is small. That family is big. That family is bigger than this family. After several run-throughs, ask your puppet to point out the picture which illustrates the statements you make. Then let the children try.

When you think that the children are ready, ask questions which elicit a comparative response. T: Is the father bigger or smaller than the baby? Are 6 books more than or fewer than 3 books? Does the Old Woman who lives in the shoe have many children or few children?

Go around the room asking the children T: How many brothers do you have? S1: 2. S2: 4. T: Who has more brothers? S1 or S2? Do this with a variety of items.

Other possibilities: Are there more doors or windows in the room? Are there more students or teachers in the class? Do you have more brothers or sisters?

Try to incorporate the oral use of querer. Get some pictures of children eating things that are either obviously appetizing or distasteful. Ask T: Does the boy want more or less? It could also be pictures of children playing with toys.

2. Verb: QUERER (P)

A. General Comments:

We are activating the verb forms passively mastered the previous week. Just a friendly reminder; activating means encouraging children to use the form orally without forcing them.

B. Suggested Activities:

Review activities from Week 1 and try to activate where possible.

Have the children tell you what they want for Christmas or tell you what toys they have at home. You can do the above by pretending to be Santa as in the department stores.

Have the children play store. They may purchase items from other vocabulary units as well. Be sure to stock your shelves.

If you feel particularly adventuresome, try this one: Select a small group of children to sit up front on the floor. They are to pretend that they are two or three year olds playing with their toys. They can say anything they want as long as it is in Spanish.

3. Playthings

A. General Comment:

Review previous week's activities and adapt so that children are now producing vocabulary.

Try to incorporate review of possessives here.

B. Suggested Activities:

Review exercisesfrom Week 1 using the vocabulary picture cards. You can now point to the item and have the student say the name.

If you have the children cut out and paste pictures of the playthings, you can let them describe their picture to the class.

Build up to full-sentence responses when asking Yes/No questions. T: Do you have a doll? S: Yes. or Yes, I do. or Yes, I have a doll.

Using the last activity suggested for playthings in Week 1, repeat the exercise asking the children to tell you what belongs to whom OR what.

4. Clothing (R)

A. General Comments:

Can be used with querer and other holiday related activities.

Check your flannel board and other visual materials for aids.

Remember this is for receptive mastery. We will work on oral mastery in January.

B. Suggested Activities:

Go around the room and by pointing and touching, illustrate the new vocabulary. T: Mary has a blouse. Suzy has a blouse. Carol has a blouse. Who else is wearing a blouse? Students may either name those students wearing blouses or you may ask everyone wearing a blouse to raise her hand.

Ask YES/NO questions OR review confirmation tags by asking children if they are wearing certain items of clothing. OR ask questions like: T: Do boys wear skirts? etc.

Show the children a weather scene such as a hot summer day OR a snowy day and ask YES/NO questions regarding appropriate attire.

Tell the children that you are going to tell them a little story. Every time they hear the name of an article of clothing they are to raise their hand. Then go

ahead and make up a story which is simple and which incorporates much familiar vocabulary. If you feel particularly resourceful, base your story on the verbs, nouns, and adjectives taught in Units 1 through 4.

Distribute drawing paper. Have the children illustrate as you dictate. T: Draw a boy. He is wearing blue pants. Give him a red shirt, etc.

5. Verb: Necesitar

Suggested Activities:

Adapt activities from Week 1 so that children may produce the verb forms. In conjunction with the comparatives, devise some imaginary situations. For example: When playing store, the store keeper may tell the customer he needs more money.

Using the open-ended game boards, color code each step one of five colors. Color all the spaces using no set pattern. The only restriction is that each color must recur in no more than every six spaces. Give one game board to every five children. Distribute one set of 5 color coded markers to each group. Red markers may only land on red spaces, blue on blue spaces, etc. For each child to advance on the board, the number on the die must correspond to the number of spaces between occurrences of his color on the board. For each round you ask the child whose turn it is in each group how many he needs. Hopefully they answer: I need ____. You roll the die. Announce the number. Those children who needed that number to advance, may do so. Go on to the next round. The object of the game is to complete the pathway first.

6. Interrogative: ¿Dónde está?

Suggested Activities:

Hide and Seek

Select a child to be it. He has to find an item hidden in the room. To get a clue he must ask: ¿Dónde está?

Activate the exercises from Week 1.

7. Locatives: Aquí/Allí
Verb: Estar

Suggested Activities:

Activate the exercises from Week 1.

Ask the children to locate various items in the room. They respond with: está aquí or está allí.

Ask the children to locate various items in the room. This time they give a more specific response. Example: T: Where is your book? S: It is in my desk. T: Where is Red Riding Hood's grandma? S: She is in bed. She is in the house, etc.

Have the children draw a picture of themselves or their family OR of some other people which will illustrate a response to a "dondé está" question. Each child describes his picture to the class.

Show the children pictures while you ask: T: Are the boys in class or in the house? Is the mother in the house or in the school?

UNIT 4 (DECEMBER) WEEK 3

I. CURRICULUM CONTENT

Question formation: Word Order

Christmas

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

Question Formation: Word Order

Given a request to obtain information from another student, the student will formulate a question of at least three words which uses word order characteristic of questions in Spanish.

Christmas

After hearing a description of customs relating to the celebration of Christmas in Spain the student will state one similarity and one difference between customs in Spain and the USA.

UNIT 4 Week 3 December

III. Implementation Guidelines

I. Question Formation

A. General Comments:

This may be one of the few places where we need to make some very explicit observations about grammar for the children. This does not mean te lling the children the rules; it does mean offering the children many constrasting examples between statements and questions, and then leading the children to some general conclusions.

B. Suggested Activities:

Using short, simple sentences, where the subject is a noun (not a pronoun), ask a YES/NO question and answer it yourself. Avoid using YES in your answer. Q: Is Mary big? A: She is big. Q: Does John have a pen? A: He has a pen. After many such examples, ask the children how they could tell which was the question and which was the answer. The most obvious clue is intonation. Tell the children that there is another clue and ask them if they can tell (aside from your voice), any other difference between the two sentences. Hint that they should listen for which word comes first in a question and which in an answer. They may need lots of hints and more examples. After they have figured out how you tell questions from answers, give them a few more examples where they have to tell you whether you are asking a question or answering one. Gradually de-emphasize intonation as a cue, so that they are concentrating on word order.

Using short, simple sentences, play the answer game. You give the answer, they ask the question. T: Mary is big. S: Is Mary big?

Variation: Divide the class into teams. Team 1 answers the question. Team 2 poses it. Next round, Team 2 answers and Team 1 asks.

Variation 2: A child volunteers an answer. He chooses a classmate to ask the question.

Variation 3: S1 gets to ask any question he chooses. He chooses a classmate to answer.

Play 20 QUESTIONS: The person who is it chooses something or some one in the classroom and tells the teacher what he has in mind. The class gets 20 questions to guess the name of the item or person. Good for reviewing colors, numbers, and classroom vocabulary.

2. Christmas in Spain.

Christmas in Spain is celebrated somewhat differently than it is in the United States. The focus of the holiday is more religious than secular. Christmas decorations and Christmas trees are not common. Every family and most public places (Churches, etc.) have a NACIMIENTO (also called UN BELEN) which portrays a biblical scene. The figures are made of papier mache or of sweets. The figures are displayed in vivid colors against a nocturnal background. The process of making the NACIMIENTO --dragging the carton of materials from the basement, getting it set up-- parallels the fun and family style activities we associate in the U.S. with trimming the tree.

Christmas cards and gifts are not sent to friends and relatives. More common is the practice of leaving calling cards at the homes of friends, with FELICES PASCUAS written by hand. This custom is more a form of courtesy than it is an expression of affection. In fact, the majority of cards received will be from local merchants and businesses.

On Christmas Eve (NOCHEBUENA) the family attends Midnight Mass (LA MISA DEL GALLO). Afterwards, the family may take a walk through the crowded streets, singing Christmas carols (VILLANCICOS). The people often accompany their music with PANDERETAS, ZAMBOMBAS, and RABELES. At home, they have a late evening CENA.

On Christmas Day, the family attends Mass. It is customary for people to take walks and to congregate in public areas. Here small stands sell all kinds of food and wine, fruit, nuts, TURRON, MAZAPAN, roasted chestnuts and potatoes. It is also a day to visit relatives. The children usually receive AGUINALDO on these visits--small gifts of candy or gum.

AGUINALDO is also the term used to describe the Christmas 'tip.' It is customary to give a tip or AGUINALDO to those who provide services throughout the year. Typically they may be the milkman, the postman, the waiter in the cafe, the PORTERO at the office, the SERENO etc.

December 28 is the equivalent of our April Fool's Day: EL DIA DE LOS SANTOS INOCENTES. Children play tricks upon one another. Instead of yelling "April Fool's" they shout "INOCENTE." Newspapers may also publish phony accounts and headlines.

In Madrid it is customary for crowds to gather at the PUERTA DEL SOL on New Year's Eve, (LA NOCHEVIEJA) Each person brings a dozen grapes. As the RELOJ DE LA GOBERNACION begins to toll the hour, the crowd eats one grape at each stroke of the clock for good luck. When the last chime is heard, the crowd applauds and exchanges wishes for a happy New Year.

Children in Spain request their gifts from the Three Kings, rather than from Santa Claus. They may write them letters, c/o heaven. They receive their gifts on January 6th, the day of Epiphany. Since the Three Kings are said to travel through the streets on their camels, and since there are few chimneys from which children may hang their stockings, the children often leave their shoes on the balcony for the Kings to leave gifts in. Occasionally, straw is left out for their camels to eat. On January 5th, there are processions of the Three Kings through the streets.

UNIT 5 (JANUARY) WEEK 1

I. CURRICULUM CONTENT

Vocabulary: Clothing (P)

Verbs: llevar
usar
levantar
bajar
saltar
andar
correr

El dia de los tres reyes magos

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

Vocabulary: Clothing

Given a request to describe what he is wearing, the student will name at least three articles of clothing.

Epiphany

After hearing a description of customs relating to the celebration of Epiphany in Spain, the student will state one significant fact that he has learned.

Verbs: LLEVAR, USAR, LEVANTAR, BAJAR, SALTAR, ANDAR

After hearing a request using the imperative form of the verb LLEVAR, (USAR, LEVANTAR, BAJAR, SALTAR, ANDAR, CORRER) the student will demonstrate his comprehension by performing the action.

Given a yes/no question which uses a form of the verb LLEVAR, USAR, LEVANTAR, BAJAR, SALTAR, ANDAR, CORRER, to describe the action of another student, the student will confirm the correctness of the statement including in his answer the correct form of the verb.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 5 WEEK 1 JANUARY

III. IMPLEMENTATION GUIDELINES

1. Vocabulary

A; Suggested Activities:

Review activities from Unit 4 Week 2 (December) and try to activate where possible.

Ask the children to identify what they and others in the room are wearing.

Distribute drawing paper. Have the children draw a boy or a girl. Have the children dress the figure. Have the children describe what they have drawn.

Draw an unclothed human figure on a ditto master. Distribute and have the children put only one article of clothing on the figure. Have a child hold up his figure and have the other children in the class identify what articles of clothing are missing.

You describe a child by what he is wearing. The class must identify the child.

Variation: Blindfold S1. Describe S2. S1 must identify S2 by name.

2. Verbs: LLEVAR, USAR, LEVANTAR, BAJAR, SALTAR, ANDAR

A. General Comments:

Don't try to teach all of the verbs at one time. Teach as many as appropriate; introduce verbs when you believe that the children can accept a new one. Add or delete action verbs as you deem necessary.

Remember to check your package of Action Pictures and Opposite Concepts.

LLEVAR and USAR are primarily to be used with clothing at this point.

B. Suggested Activities:

Show the children pictures of people with clothing and ask them what the people are wearing. Ask them what other people in the room are wearing. Ask them to describe what they are wearing. Focus the responses on the use of the verb forms.

Play a variation of SIMON SAYS, giving commands using the new verbs.

Play MONKEY SEE, MONKEY DO: Describe to the children what the monkey does. The children then must imitate the monkey. Example: T: "The monkey jumps." Ss's jump.

Using the Action Pictures, ask children to select the one that illustrates the statements you make. T: "The boy jumps. The boy walks, etc."

Variation: Ask YES/NO questions based on the pictures. Build up to full sentence responses.

Have puppet go around asking children: "Es un____?" (Sometimes be right and sometimes point to a part of the body other than what he says. Child must answer "No, no es un pie" or "Sí, es un pie."

Game: Tell the children that the puppet is going to be doing something behind your back. Turn around and pretend to watch him for a minute. Face the class again. Select a student and whisper in his ear the action of the puppet. (The puppet is jumping or the puppet lowers his head.) The student then asks the class to guess what the puppet is doing behind your back. The student calls on students in the class to answer as they raise their hands. The student who guesses what the puppet is doing gets to come up and call on the others.

Here is one for the adventuresome: Ask the children what parts of the body they use to jump (walk, etc.) or what parts of the body they can raise (lower).

Say and Do: T: Describe an action and do it; S's say and do. Then T just says the verb and S's must do it. Then T says and does, but doesn't always do what the verb says. S's say No if you do something other than what you say.

Using action verbs: Have children hide in the cloak room and do something. T: "¿Qué hace _____?" S's: Salta, OR Levanta el brazo, OR Baja el brazo, OR Toca algo, etc.

UNIT 5 (JANUARY) WEEK 2

I. CURRICULUM CONTENT

Vocabulary: Parts of the body (see lexical guide)

Adverbs: rápidamente/lentamente

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

Vocabulary: Parts of the body

After hearing the names of eleven parts of the body for one week, the student will demonstrate his comprehension by pointing to the part of the body when its name is called at least six out of eleven times.

After an activity in which the students receive drawings of people with parts of the body missing and given a selection of spare parts from which to select, the student will indicate verbally the part necessary to complete his drawing.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 5 WEEK 2 JANUARY

III. IMPLEMENTATION GUIDELINES

1. Vocabulary: Parts of the Body.

A. General Comments:

The following resources are available for use in this unit:

Language Visuals
Ditto Masters - Body Concept
Flannel board, Human body parts

When working on missing body parts, you can review NECESITAR, and negation with TENER.

B. Suggested Activities:

Ask the children how many of each part of the body they have.

Select a student. Have the student lie down on a large sheet of paper on the floor. Have the rest of the class sit on the floor around you in a circle. Trace the child's body on the paper, talking about the parts of the body as you go along. Fill in the facial features in the same manner.

Tell a story that you have made up. Every time the children hear the name of a part of the body they point to it.

Play SIMON SAYS, having the children touch the parts of the body named.

Use with the verbs introduced the previous week.

Go around the room pointing to different parts of different children. Ask true/false questions. T: (pointing to the eyes) "Is this a foot?" Etc.

Using visual materials, construct a human body. Ask the children to tell you the names of the parts as they are added. Then remove the parts asking the children to name the missing parts.

Distribute the pictures of children with body parts missing. Ask the children to name the missing parts.

Variation 1: Have the children draw in the missing parts. Then let them describe what they have drawn.

Variation 2: Make a lotto game of the pictures.

Variation 3: Divide the class into teams. Each team must correctly name the missing part in the picture to get a point.

Variation 4: Same as above, except use the open-ended game boards.

Teach - Cuantos Ojos, etc. (to tune of Old McDonald)

¿Cuántos ojos tienes tu?
¿Ojos? Tengo dos.

Continue with other parts of the body.
Finish with:
"Pie, aquí, pierna aquí, mano aquí, etc., touching each part as mentioned.

Play Hap Palmer record band -"¡Levanta la mano en alto...!"

Ask the children to name the articles of clothing worn on the parts of the body.

Circle Game: S1 names a part of the body. S2 repeats the part S1 names, and tells what is attached to it. S3 adds the next link in the chain. See how far you can go.

Review comparatives. T: "Do you have more eyes or noses? Is your ear bigger than your head? Is my arm bigger than your arm?"

2. Adverbs: RAPIDAMENTE/LENTAMENTE

A. General Comments:

The children know RAPIDO from the games they have played. RAPIDAMENTE is used when modifying verbs.

It will probably be easiest to teach LENTAMENTE in contrast with RAPIDAMENTE.

B. Suggested Activities:

Create an exercise in which the children can demonstrate their comprehension of RAPIDAMENTE/LENTAMENTE by telling them to OPEN their desks QUICKLY and to CLOSE them SLOWLY.

Variation: Have the children get up QUICKLY and sit down SLOWLY.

Collect a series of pictures in which the motion is obvious (a snail, a plane, runners, etc.) and then ask the children to tell you if the "thing" is going quickly or slowly. Build up to full sentence responses.

An outdoor game: Play a variation of STATUES. Tell them to move slowly until they hear the word STOP, at which point they must freeze or be eliminated. Alternate between slow and fast movement.

Another outdoor game: Play a variation of RED LIGHT/GREEN LIGHT. Have the children line up at the starting point. Vary your instructions between walk slowly and walk quickly. First one to reach the goal wins. Let the winner call out the instructions in the next round.

Play ¿Qué toca?: Send a student to the cloak room. He tells you in Spanish what part of his body he is touching. The class gets 5 guesses. If someone guesses correctly, he goes to the cloakroom. If not, the student who is "IT" tells the class, ..."Yo toco..."

UNIT 5 (JANUARY) WEEK 3

I. CURRICULUM CONTENT

Verb: Hacer (R)

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

Verb: Hacer

Given a request to describe the actions of another student(s) which uses Hacer. the student will demonstrate his comprehension by responding appropriately in a complete sentence.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 5 Week 3 January

III. Implementation Guidelines

Verb: HACER

A. General Comments.

This verb is being introduced for comprehension skills. In following units we will activate its use in various constructions.

This topic will enable you to practice the forms of many of the verbs taught in Week 1, since a question using a form of the verb HACER doesn't necessarily use the verb in the answer. This is also a good time to review forms of the verb IR.

B. Suggested Activities:

Using the Action Pictures, and other visual materials, ask the children to describe the action being performed.

Play a variation of CHARADES: The class must guess the action being performed by a student. You keep repeating to the actor: What are you doing?

Using stories familiar to the children, ask questions about the events taking place.

Ask the children to draw a picture. Tell them they will be describing the picture to the class (this is to ensure that they draw something they can talk about). As they are working, go around the room, asking individual children T: What are you making? etc. Then let the children describe their pictures to the class (good for encouraging oral expression).

UNIT 5 (JANUARY) WEEK 4

I. CURRICULUM CONTENT

Verb: Hace (∧)

Constructions with hacer: calor, sol, frío, buen tiempo, ¿Qué tiempo hace?

Constructions with tener: años, frío, calor

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

Verb: HACE

Constructions with HACER

Given a picture of an outdoor scene, the student will describe it including in his response HACE plus at least one other word to convey weather.

Given a picture which places an individual in an outdoor setting and given a statement about the weather that the picture portrays, the student will describe the individual using a construction with TENER.

Given a question in which the student is asked to indicate the age of an individual, the student will respond using TENER in his answer.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 5 Week 4 January

III. Implementation Guidelines

1. Verb: HACER
Constructions with HACER: weather

A. Suggested Activities:

Be sure to begin each class with a description of that day's weather.

Using the visual materials describe the weather to the children. Then describe the weather situation outdoors that day.

Show the children contrasting weather pictures. Ask them to show you the picture that illustrates what you are saying.

Variation: Ask yes/no questions about the pictures.

Show the children pictures of seasonal activities, asking weather questions. Eg. show them pictures of a boy swimming and ask: Is it hot out?

Variation 1: Show contrasting pictures, such as a boy swimming and a snowman, and ask the children which one matches <u>It is cold today</u>.

Variation 2: Ask the children to tell you about the weather for each scene.

Tell the children to act out the weather descriptions you give them.

Variation: Ask the children to draw pictures which illustrate your descriptions. Save the pictures. Another day, let the children describe their pictures to the class. Have the children trade pictures and describe them to the class.

A version of Charades: You or the children act out a seasonal activity. The class guesses the weather.

2. Constructions with TENER

A. General Comment:

Incorporate with activities for teaching weather.

B. Suggested Activities:

Act out the constructions while verbalizing your actions. Then ask the children to act out your statements.

Variation 1: Play like CHARADES. First act out then ask: <u>Am I hot</u>?

Variation 2: Have the children describe your CHARADE.

Variation 3: Have the children describe each other.

Show the children pictures of various seasons or people dressed in seasonal apparel. Ask appropriate questions.

Pick a seasonal weather scene. Then show a seasonal activity scene and ask appropriate questions. Example: A snow scene and a boy swimming. A summer scene and a child in winter garb. T: Is the boy hot?

Tell the children that it is the puppet's birthday celebration. Tell them the age of the puppet. Then ask if they are three, four, five or six, etc. years old. When they catch on start asking them how old they are. Build up to full sentence responses.

Ask them how old their brothers and sisters are.

When they are ready, let them ask eac. other how old they are.

UNIT 6 (FEBRUARY) WEEK 1

I. CURRICULUM CONTENT

Verbs: tomar
comer
beber

Constructions with tener: sed, hambre

Querer + infinitive

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Verbs: BEBER/COMER

Given a picture of someone eating, and given a request to describe the activity portrayed, the student will use a form of the verb COMER in his answer.

Given a picture of someone drinking, and given a request to describe the activity portrayed, the student will use a form of the verb BEBER in his answer.

2. Constructions with TENER

After hearing a construction with TENER, the student will demonstrate his comprehension by pantomiming the situation described.

Given a situation in which an individual pantomimes a situation the student will verbally identify the situation using a construction with the verb TENER.

Verb: Querer + infinitive

Given a question which asks the student to name an activity in which he wishes to engage, the student will respond in a complete sentence including a form of the verb Querer followed by an infinitive verb form.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 6 WEEK 1 FEBRUARY

IMPLEMENTATION GUIDELINES

1. Verbs: TOMAR, COMER, BEBER

A. General Comments:

Teach these verbs in conjunction with the constructions using TENER and in introducing FOOD vocabulary.

Both COMER and BEBER may be used without accompanying noun objects. TOMAR cannot.

B. Suggested Activities:

To introduce the vocabulary, pantomime the actions involved. You can embed the vocabulary and the actions within a larger story.

Show pictures of the actions involved and describe the actions to the children. Later, let the children select the pictures which match the oral descriptions you will give them.

Tell a story. Have the children act out the story as you tell it the second time. Naturally, include this and other recent vocabulary in your story.

Ask questions like: "¿Quién quiere comer? ¿Quién tiene hambre? Children initially answer with a show of hands. Later they can answer in as long a response as they can muster. You might want to let the children ask the questions of one another. Ask chaining questions: "Mary, is Harry hungry?" "Harry, ask Lois if she is hungry," etc. Ask where they would like to eat. (McDonald's, etc).

Select a child to come to the front of the room. Have the child pantomime an activity. The puppet (or you) has to guess what the child is doing. (El niño come. El niño bebe.) The children tell if the puppet has guessed correctly. Later, pick children in the class to hide their eyes. To use plural forms, select pairs or sets of children to perform the activities. Wind up each round by having the actor(s) describe the activity just performed to the class. (Yo como, yo bebo, etc.)

Play Yo como/Yo bebo. Divide the class in two teams. Place the food picture cards face down. Ask S1 on Team 1 - "¿Comes o bebes?" S: "Yo como (or Yo bebo.) Then turn up the next picture card on the stack. If the picture matches the verb, the team gets a point.

Variation: For an additional point have the student identify the item - Yo bebo la coca-cola.

Make Tortilla española or some other, easy to prepare, Hispanic dish.

2. Constructions with TENER: SED, HAMBRE

A. General Comments:

Teach in conjunction with the verbs COMER, TOMAR, BEBER and the introduction of food vocabulary.

B. Suggested Activities:

Show the children pictures of people eating and drinking, and ask the children to 1) describe the action and 2) tell why the person is eating or drinking.

Show the children pictures of ice cream, hamburgers, coke, etc., and ask if they want some, and why or why not.

3. Querer + infinitive

A; General Comments:

This is a good place to review many of the verbs studied in earlier units.

This is also a good place to review the use of QUERER with noun objects.

B; Suggested Activities:

To review IR, ANDAR, SALTAR, LEVANTAR, BAJAR: Play a version of GIANT STEP. Designate a starting point and a finishing point. Children advance to the finish by answering the leader's question: "¿Qué quieres hacer?" S1: "Quiero andar." T: "Anda dos pasos." S2: "Quiero levantar la silla." T: "Levanta la silla de Mariá." (This may move the child closer to the finish or you may force the child to retreat several paces.) S3: "Quiero ir a la ventana." T: "Ve a la ventana cerca de Jose." Before you begin the game you may need to practice with the children the various possibilities available.

To review COMER, BEBER, TOMAR: Ask yes/no questions. Later follow with why questions to use the TENER constructions. If the children are hungry ask them where they want to go to eat.

Try this version of FOLLOW THE LEADER: You start the game: "Quiero ir a la ventana." To S1: "¿Quieres ir a la ventana?" S1: "Sí, quiero ir." (Go to window). S1 to S2: "¿Quiero ir a la silla de José. ¿Quieres ir?" S2: Sí, quiero ir." (Go to José's seat, with S1 in lead). S2: "Quiero ir al____. To S3: "¿Quieres ir?" etc.

Variation: S2 to S3: "Quiero saltar. ¿Quieres saltar también?" S4: "Quiero andar rápidamente (lentamente). S5: "Quiero bajar la cabeza." If you get particularly daring you might make a rule that no repetitions of actions are allowed.

Song: A version of Matarile. Instead of Yo quiero un paje:

¿Qué quieres hacer? Matarile.
Yo quiero comer.
¿Qué quieres comer?
Yo quiero_____.

¿Qué quieres hacer? Matarile, ron.
Yo quiero escribir.
¿Qué necesitas?
Necesito papel, etc.

Go from child to child saying "Yo quiero saltar. ¿Quieres saltar?" S's must use secret password to copy your action: "Sí, quiero saltar."

UNIT 6 (FEBRUARY) WEEK 2

I. CURRICULUM CONTENT

Vocabulary: Food (see lexical guide)

Adjective: rico

Expressions: ¡qué rico! ¡buen provecho!

Verb: gustar- ¿Te gusta? Me gusta. (R)

El día de San Valentín

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

Vocabulary: Food

After hearing the names of eleven foods for one (1) week, the student will point to the correct item or picture of it when its name is called at least six (6) out of 11 times.

Given a question in which the student is asked if he is hungry or thirsty, the student will respond affirmatively in a complete sentence including in his answer the names of at least two items he would like.

Forms of Courtesy: ¡BUEN PROVECHO!

Given an activity in which the students simulate a meal, the student will say ¡BUEN PROVECHO! before the simulated meal begins.

Expression: ¡QUÉ RICO!

Given an activity in which the students simulate a meal, the student will demonstrate his appreciation of his food by exclaiming ¡QUÉ RICO!

Verb: GUSTAR

Given a yes/no question which uses a form of the verb GUSTAR, the student will demonstrate his comprehension by responding with Sí or No as appropriate.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 6 WEEK 2 FEBRUARY

III/ IMPLEMENTATION GUIDELINES

1. Vocabulary: Food

A. General Comments:

This fits right in with the previous week's lesson om COMER, BEBER, TOMAR and constructions with TENER.

Wherever possible, try to use plastic food items rather than just pictures, and to involve the children in situations where they are acting out real situations.

Remember that the vocabulary indicated in the lexical guide is flexible. Substitute, add or delete as appropriate.

You may want to introduce food items by grouping them according to the meal - lunch foods, dinner foods, etc.

Talk about the need for knowing the names of some of your favorite foods so that you can eat when in Spain (You go into a restaurant and the waiter asks: "¿Qué quiere?" Would you be able to order anything? Can you eat a muñeca, or a bicicleta?

Have the children arrange the pictures according to what they would like to eat for lunch.

B. Suggested Activities:

To introduce the vocabulary, go over: ¿Tienes hambre (sed)? ¿Quieres comer (beber o tomar algo)? If the children answer affirmatively, show them the food item, saying: "¿Quieres comer un sanduche? ¿Quieres beber leche?"

Variation: After several days, have the children respond to your questions using the vocabulary items.

Have the children draw pictures of their favorite foods. You can then describe the pictures yourself, or have the children describe them.

Have children select and arrange pictures of foods they like.

Make up a menu of MI COMIDA FAVORITA.

Select several children to pretend to be a family at dinnertime. The children can tell their mother that they are hungry and would like something to eat. They can converse about the menu. The expressions QUE RICO, and BUEN PROVECHO can be worked in here too.

Discuss where the children want to go to get the food they want: Hamburguesas y papas fritas at McDonald's, etc. Or, name the place and ask them to order their meal.

Using the open-ended game boards, play the MEAL game. Draw in pictures of several foods in different categories (meat, potatoes, vegetables, dessert, drink, etc.) Draw the pictures in random order, with some items occurring with greater frequency than others. Distribute one board to every four players. Prepare a deck with the numbers from one to four, or use a die, etc. Prepare sets of pictures which correspond to the pictures on the board. As you call out the number of spaces, each player moves in turn. He gets a picture from the deck of whatever he lands on. The object of the game is to collect a meal with at least 4 different items (or if you like, one item from each category: Meat, vegetable, dessert, drink.) Occasionally ask children: "¿Qué más necesitas para ganar?" S's: "Necesito _____." To make the game more interesting intersperse numerals on the board. When a player lands on a numeral he must go back that number of spaces. This may be a boon or a hindrance. Other possibilities: Incorporate into your game a space or spaces which make the player forfeit an item.

Go over food vocabulary and encourage children to think in categories - la fruta , los dulces . los vegetales, la carne .

Make a circle. Do a memory chain - S1: "En mi casa tengo una manzana." S2: "En mi casa tengo uno manzana y una hamburguesa." Keep adding foods.

Make a ditto of a family eating. Children must add food according to your instruction.

2. Adjective: rico

A. General Comments:

You need not limit food items to those you are teaching in this unit.

Watch gender/number agreement.

B. Suggested Activities:

To introduce the item, show children various food items and, while pantomiming and gesturing, use RICO.

Show the children food items or pictures and ask yes/no questions. Some fun ways of getting NO responses: an ice cream cone filled with fish; a snake between two slices of bread; a slice of bread between two more slices; a milk bottle filled with green liquid; etc.

Review QUERER + COMER, BEBER, etc., and TENER constructions. Follow with: What do you want to eat? and Why?

Variations: Ask, do you want to eat a _____? (or show the picture) and ask: Do you want to eat this? You can use strange food items from above. Follow with why questions.

3. Expressions: ¡QUE RICO! ¡BUEN PROCECHO!

A. General Comments:

These expressions can and should be integrated into the activities devised for practicing the food vocabulary.

Substitute or add equivalent expressions where you deem appropriate.

BUEN PROVECHO is important to teach because courtesy is a universal cultural phenomenon, and because we want to teach children to behave in biculturally appropriate ways.

B. Suggested Activities:

To introduce QUE RICO - You can pantomime your reaction to the foods you introduce, ending up with ¡QUE RICO!

In activities where children are acting out eating or other food experiences, encourage them to use the two expressions.

To introduce BUEN PROVECHO -- you can use the term when children are acting out eating experiences.

Show pictures in sequence regarding food selection, preparation and consumption. Include use of these expressions.

Tell stories which you make up or adapt from existing materials. Insert appropriate expressions and other vocabulary that fits in this unit.

4. Verb: ¿TE GUSTA? ME GUSTA.

A. General Comments:

Remember that this is for **receptive mastery only at this point.**

It may be best to introduce this construction without accompanying noun objects or only with singular nouns. One advantage is that the verb form remains in the singular, third person. It can also be linked with other verbs: ¿Te gusta comer? (andar, saltar, etc.)

The verb construction will most easily be taught by incorporating it into the discussions of food, drink, eating and by using in conjunction with RICO.

B. Suggested Activities:

Follow up the introduction of RICO, or QUE RICO, with, MMM. ME GUSTA. Pretend to offer a bite to a student, asking "¿TE GUSTA?" Repeat with several students and with different food items.

During the pantomiming activities, you can ask: "¿ESTA RICO?" S: "Sí." T: "¿Te gusta?" S: "Sí."

Play a version of MOTHER MAY I? This is a variation of the game described in Week 1 for QUERER + Infinitive. This time before a child can move you say: "¿Te gusta andar 3 pasos?" S: "Sí." (or NO if the action you indicate will put him further behind.). If the child answers affirmatively, T: "Pues, anda 3 pasos." Etc.

Using the game boards you made for foods: Divide the class into four teams. Attach one board to the chalkboard so that each team represents one player. The object of the game is still to collect four different food items or one complete meal, whichever you choose. One change: A player is eliminated from the game once he has made one complete tour of the board. To play: You draw the number from the number deck. The child who represents his team that turn moves their marker the correct number of spaces. He then identifies the item he lands on. (Let the team help if necessary.) You then ask: "¿Te gusta el helado?" If the team needs that item they answer: "Sí" and then collect the item from the food picture deck. If it duplicates what they already have or if for some other reason they don't want it they say: "NO", and return to their last postiion. Saying NO is a strategy for not completing a tour of the board before collecting all necessary foods. First team to complete their set wins.

Call a student to the front of class. Ask: "What do you like to do (Qué te gusta hacer?) Child responds, "Me gusta saltar," and does it.

Children what they like to do. "Me gusta saltar", etc. Then they draw themselves uoing it.

UNIT 6 (FEBRUARY) WEEK 3

I. CURRICULUM CONTENT

Demonstrative adjectives: este (-os) (-a, -as)

Verb: gustar- ¿Te gusta? Me gusta (p)

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

Demonstrative Adjectives

Given a situation in which the student is asked to choose between two (2) or more items, the student will indecate his choice using the appropriate demonstrative adjective with the item(s) selected

Given a situation in which the student is asked to choose between two (2) or more items, the student will indecate his choice matching the demonstrative adjective with the noun by number.

Given a situation in which the student is asked to choose between two (2) or more items, the student will indecate his choice, matching the demonstrative adjective with the noun by gender.

Verb: GUSTAR

Given a yes/no question which uses the verb GUSTAR, the student will respond using the verb without an accompanying noun object.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 6 WEEK 3 FEBRUARY

III. IMPLEMENTATION GUIDELINES

1. Demonstrative Adjectives: ESTE, ESE

A. General Comments:

Begin with one set of adjectives at a time, i.e., the forms of ESTE.

Associate ESTE with AQUI and ESE with ALLI; ESTE with touching, ESE with pointing.

Without overemphasizing its importance or creating a major incident, focus on matching the adjective forms by number and gender.

B. Suggested Activities:

To introduce the forms, start using them in your regular speech.

Review possessions: T: "Mariá, ¿de quién es este lápiz?" S: "Es mi lápiz." or "Es de Juan", etc. See if you can build up to responses such as "Este lápiz es de Juan."

Collect three pencils (books, etc.) from different students. Call one up, asking: "Juan, muéstrame por favor, tu lápiz." S: "Es este lápiz." (That is, if he will say anything at all.)

Variation: Distribute the collected items to members of the class while the 3 students hide their eyes. They must find out who has the pencil. T: "Juan, Una niña tiene su lápiz. ¿Cuál es?" S: "Esta niña (tiene mi lápiz)."

For ESE: Repeat the exercises described above.

Collect two items from two different students. Then ask: "¿Cuál es tu libro, este libro o ese libro?" Devise variations which call for students to choose between two items. You can also incorporate QUERER: "¿Cuál quieres? comer, este vegetal o esa fruta?" Other possibilities: "¿Quién es Mariá, esta niña o esa niña? ¿Cuál niño es bueno (más grande, etc.), este niño o ese niño?" Be creative.

2. Verb: GUSTAR

A. General Comments:

If the children are ready, activate the forms acquired during the previous week.

When encouraging children to use GUSTAR, try to structure their responses so that it is limited to the singular.

B. Suggested Activities:

Review activities from previous week and revise so that children can use the forms. MOTHER MAY I? lends itself well to this. Children must say ME GUSTA.... in order to advance.

In enacting mealtime activities, Mother may ask the children if they like their food, and children may respond, etc.

Show the children the food pictures and ask them to say anything they want about them. Tell them what some of the possibilities are: Me gusta. Es rico. No me gusta. Es carne. Quiero el helado, etc.

Talk with the children about activities they enjoy. You might want to use visual stimuli: Pictures of children playing with toys, ice-skating, etc. Ask the children if they enjoy those activities.

Variation: Ask the children to draw pictures of the things they like to do. You can describe the pictures to the class, or let the children do it if they can.

Play a version of CHARADES: Select a child to pantomime an activity he likes. The class must guess: "¿Te gusta bailar? ¿Te gusta beber?" Etc.

Variation: Have the child tell the class what he likes to do, and then do it.

UNIT 7 (MARCH) WEEK 1

I. CURRICULUM CONTENT

Vocabulary: The house (see lexical guide)

Verbs: vivir

Prepositions: con
en

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Vocabulary: The House

Given a picture of a house showing the interior arrangements of the rooms, the student will demonstrate his comprehension by pointing to the corresponding room when its name is called.

Given a picture of a house showing the interior arrangement of the rooms, the student will correctly label at least three (3) rooms.

2. Verb: VIVIR

When asked to name at least one person with whom he lives, the student will demonstrate his comprehension of the verb VIVIR by naming a member of his household.

Given a simulated interview activity, the student will obtain information regarding the residence of the interviewee including in his question a form of the verb VIVIR.

3. Prepositions

Given a series of sets to be matched, the student will identify which items go with other items, including CON in his oral statement.

Given a series of pictures contrasting the location of an item the student will demonstrate his comprehension by selecting the picture corresponding to the description EN.

When asked to describe the location of one item which is inside another, the subject will include EN in his oral statement.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 7 Week 1 March

III. IMPLEMENTATION GUIDELINES

1. Vocabulary: the House

A. General Comments:

The vocabulary presented in the lexical guide is minimum. Add, delete, or substitute as necessary.

Incorporate the review of ESTAR and DÓNDE ESTÁ in naming the rooms of the house.

B. Suggested Activities:

Using visual materials, ask the children to select the illustration that corresponds to your oral description.

Pantomime an activity. Have the children describe where in the house it takes place.

Variation: Allow the children to pantomime the activity, while the rest of the class names the room. May be played as a team event.

Tell and illustrate (by pictures or by pantomime) the story of mornings at the Lopez house: How the family wakes in the bedroom, bathes, eats breakfast in the dining room, etc.

Game: The object of this game is to assemble a complete apartment (kitchen, bath, living room, two bedrooms). Divide the class into four teams. At the beginning of each round announce which room the teams are playing for. To get a room for his team's house each student must answer the teacher's question correctly. If the student misses, his team must wait until another round for that room to be offered. You can make the questions of increasing difficulty, e.g. in round one, ask: What color is your shirt? How many eyes do you have? In later rounds insist upon longer responses (must use at least 3 Spanish words, or a complete sentence, etc.) You can show pictures which the children must describe, etc. First team to collect all 5 rooms wins. This is a convenient way to review all grammar and vocabulary since September.

Using the Peabody Household cards: Show the children pictures of the household items. Children name the room the item belongs in.

Have the children draw a picture of a room. Then play ¿DÓNDE ESTOY? The class must guess in 3 turns where the child is. Other possibilities: Estoy en la cama. Estoy en la silla.

Variation: Have the children trade pictures. Play as before.

Bring in family members from the family unit and find out where they live. Introduce the house vocabulary by putting people in different rooms of the house.

Have children put family in correct rooms. Give hints - where you eat, where your bed is, etc. Ask around - How many rooms does your house have?

Variation: Review house vocabulary - individual children decide where to put the familia. Child says, "la niña está en la cocina."

Bring in a puppet - The children must find out what they can about it. Where does it live, how old is it, how many brothers and sisters?

Hot Potato - ¿Cuántas salas tiene tu casa? ¿Cuántas alcobas?

Cut and paste - make four rooms and put the appropriate furniture in rooms. La alcoba, la sala, la cocina, el cuarto de baño.

Have children choose a partner. They must find out all about that person. They record the information on a special interview sheet and then share with class. Make the interview sheet by using pictorial clues. Review these clues with the class. Students can record the interview responses pictorially. Interview variation: Go over interviews with children. Let the children who are good interviewers have the opportunity of getting news reporting positions with TV locally or if preferred as news reporters for the press of Spain, Mexico or Ecuador. Only perfect interviews result in position being offered.

Tape pictures of rooms on the board. S1 stands under one picture and class asks blindfolded S2: ¿Dónde está S1? Person must guess in which room the other child is.

Make a house ditto. Have students place family members in different rooms. Who is where? What is he/she doing? Eating, drinking, sleeping, etc.

Give each child a paper to divide in fours (fold twice) and another ditto sheet with furniture and bathroom fixtures and kitchen appliances. Students cut and paste furniture for their house.

2. Verb: VIVIR

A. General Comments:

Note: This is the first verb of the -IR class we will be working on.

Combine with teaching CON and EN.

B. Suggested Activities:

To introduce the verb: Hold up a picture of a house and of an apartment. Point to the appropriate one, saying: I live in a house. (Repeat 2 or 3 times). Do you live in a house or in an apartment? Let your puppet answer you several times, using a complete sentence. Then call on children. One word answers are fine. Try to build up to responses which include the verb.

Using the family pictures, say: I live with _____. Ask the puppet: Who do you live with? After the puppet tries several times, ask the children. Again, lead up to but do not insist upon full sentence responses.

Variation: For both of the above exercises--After awhile, repeat a child's answer. José lives in a house. José lives with his mother and sister. Then ask other students: Where does José live? With whom does he live?

Ask children: With whom do you live? Where do you (pl.) live? (This is designed to get at the NOSOTROS form of the verb.) Ask other children in the class to repeat the information of S1's response so you can work on the 3rd person plural forms.

Introduce a NEW puppet. The children must find out where he lives, with whom he lives and 3 other facts about him (e.g. how old he is, if he has a dog or cat, if he is hungry, what toys he likes or has, etc. You will need to review with the children all the questions they may and can ask to find all they can about this new puppet.)

Find out if the children have relatives living outside Cincinnati.
T: Where does your brother live? Grandparents? Aunts, uncles, etc.?
Follow up with questions about the kind of dwelling: Is it a house or an apartment? Does it have a kitchen, etc.?

3. Prepositions: CON, EN

A. General Comments:

Teach in conjunction with, but not exclusively with, VIVIR.

Remember: Distinguish between instrumental and non-instrumental uses of CON, EN, and DE.

B. Suggested Activities:

See exercises for VIVIR.

Review GO-TOGETHERS: We see with our eyes; we eat with a mouth; paper with pencil, etc.

Variation: Children ask questions: With what do we hear? What do we use with paper?

Review HOUSE vocabulary: Show pictures of various rooms, and describe: José is in the kitchen. José is in the bedroom, etc.

Variation: Ask questions: Is Jose in the kitchen? OR Where is José?

I. CURRICULUM CONTENT

IR A + infinitive (R)

The Spanish Home

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. IR A + infinitive:

Given a picture clearly portraying an action about to be performed and given a question which uses a form of the verb IR in an infinitive construction, the student will demonstrate his comprehension of IR A + infinitive by naming the action to be performed.

2. The Spanish Home:

After hearing a description of the typical home in Spain, the student will state one significant fact that he has learned.

III. IMPLEMENTATION GUIDELINES

1. Verb: I r A + Infinitive

A. General Comments:

We have already introduced the use of IR A as a verb of motion. Now we will work with its use to express futurity.

Before beginning to use IR A with a future meaning, it probably would be best to review some of the exercises done previously using IR so the children will be familiar with the forms.

B. Suggested Activities:

To introduce the topic, you will need a set of clearly contrasting pictures, showing preparations for an activity and the activity itself. Examples: A picture of a boy sitting on the bed yawning/the boy in bed. People standing around a table set for a meal/people sitting and eating. A child filling a glass with water/a child drinking. Taking one set of pictures at a time, explain: El nino va a dormirse. El nino duerme. La familia va a comer. La familia come. La nina va a beber agua/la nina bebe. You may want to do perception checks

along the way. La familia va a comer. ¿Comen ahora? (S's: NO). Show the next picture: La familia come, ¿verdad? (S's: Sí). Go through each set several times. Then show a pair of pictures and ask the child to select the one which matches your description.

Review clothes: Using the felt board, select a complete set of apparel and put the pieces on the board in random order. Using a human figure, ask the class: ¿Qué va a llevar Roberto? S's name items of apparel. After each article of clothing is added, ask again: ¿Qué más va a llevar?

Show pictures or pantomime activities, saying: Yo quiero jugar (escribir etc.) ¿Qué voy a necesitar? S's: Una pelota. Una muñeca. (Un lápiz. Papel).

Play a version of GIANT STEP (Mother May I?) T: ¿Que vas a hacer? S's: Saltar. Andar 3 pasos, etc. T: Hazlo. (No lo hagas.)

2. The Spanish Home:

Use the slides and textual materials from Gessler, LA VIDA ESPANOLA.

Filmstrip: Life in Spain.

Invite a Spaniard to your class to tell the children about his (her) home. Be sure to discuss similarities and differences between Spanish homes and American homes.

I. CURRICULUM CONTENT

ir a + infinitive (P)

Verb: poder (R)
poder + infinitive (R)

Vocabulary: Calendar Time (see lexical guide)

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. IR A + infinitive:

Given a command to perform a physical action, the student will orally describe the action to be performed, and then do it. In his oral description the student will include a form of the verb IR, followed by A and an infinitive verb form.

2. Verb: PODER + infinitive

Given a yes/no question which uses a form of the verb PODER in an infinitive construction the student will demonstrate his comprehension by responding with SÍ/NO as appropriate.

3. Vocabulary: Calendar Time

Given a pair of clearly contrasting pictures, the student will correctly label them DÍA/NOCHE, as appropriate.

Given a picture showing activities commonly associated with certain times of the day, the student will label the picture appropriately, using MAÑANA/TARDE/NOCHE.

Given a day of the week, the student will correctly name the day which follows.

Given a request to identify the current month, the student will respond with its name.

III. Implementation Guidelines

1. Verb: IR A plus infinitive

Suggested Activities:

Review activities from previous week and adapt them so that they can be activated.

Review vocabulary from previous units: S's: Quiero un -----.
T: ¿Por qué? S: Voy a ------.

Play a guessing game. Select a student to come up front. He whispers in Spanish the name of an activity. The rest of the class must guess: ¿Vas a -----? If the answer is no, the student says: No, no voy a------. If the students guess correctly, the person who is it pantomimes or does the activity.

2. Verb: Poder
Poder plus infinitive

A. General Comment:

The verb and the infinitive construction are best taught jointly, since PODER is most usually followed by a verb in the infinitive form.

B. Suggested Activities:

Review clothes. Show various clothing items saying: ¿Puedes usar una falda con un vestido? etc.

Game: T: ¿Puedes saltar con un pie? ¿Puedes andar con un pie? S's: Act out whatever gets an affirmative answer.

Ask questions, such as: ¿Qué puedes hacer con...(un creyon, papel, un libro, las papas fritas etc.). Also: ¿Puedes beber... (un lápiz, la leche etc.) ¿Puedes escribir con...(jugar, comer etc.)

Using the MacMillan Series R Level 1 Reader WHO CAN, translate pp. 4-21 and 30-39, and read to the class.

Draw a pictorial chart on the board of PODEMOS. Items to include are SALTAR, ANDAR, MONTAR EN BICICLETA, SENTARNOS EN UNA SILLA, TOCAR LOS PIES, etc.

Showing appropriate pictures, ask: ¿Pueden los niños...? Elicit yes/no responses.

Variation: ¿Puedes tú? ¿Pueden Uds.?

Ask the children to draw a picture of a person doing something you cannot do - eat a pencil, read a fish, etc. Pictures are shared with the class. Students say "No puedo...." or "El niño no puede...."

Variation: S1 explains the picture: El lápiz salta. S2: El lápiz no puede saltar.

2. Vocabulary: Calendar Time

A. General Comments:

Many of the lexical items in this unit may already be familiar to the children: Día, noche, tarde, etc.

The following resources are available for use in this unit: Language Visuals and Opposite Concepts kits. In addition, it is likely that the Basic Instruction Teacher will have additional resources that are appropriate to this unit.

B. Suggested Activities:

Collect and mount a large number of pictures which show day or night scenes. Hold them up one at a time saying: Es día. Es noche. Go through the set at least twice. The third time for each picture, ask: ¿Es día? The children give yes/no responses. If the children seem ready, they can answer in a complete sentence. Leave it up to them. The fourth time through, ask: ¿Es noche? Follow the same procedure as before. Encourage but do not require full sentence responses.

Repeat the above exercises using the Opposite Concept pictures.

Collect and mount a large number of pictures which show people involved in activities which transpire at particular times of the day, i.e., getting up, at the breakfast table (like the Special K advertisement), children getting off the school bus in front of their house. Try to find pictures wherein the activity and the time of day are obvious. Try to reserve and associate getting ready for bed activities and bed and sleep for NOCHE. Dinner and TV (hopefully with a window visible showing night or the moon) and other after-dinner activities should be associated with TARDE. Use the initial exercise as a model for this one.

Make up a story in Spanish about a child, describing how he spends his day. If possible illustrate it, either with pictures you draw or those obtained from other sources. Be sure to focus on the contrasts between morning, afternoon, evening and night.

Devise an activity in which you tell the time of day. A child or group of children pantomime an activity appropriate to that time of day.

Variation: A child pantomimes and the rest of the class has to guess the time of day.

Variation 2: Instead of pantomiming the children or you verbally describe the activity.

Using the calendar from the Language Visuals kit, hold it up and identify it. It is not necessary to teach the children the word for calendar. To introduce the days of the week, use an American calendar and your puppet. Teach the days, one at a time. Do not attempt to teach them in a series. Ask the puppet: ¿Qué día es hoy? Go to the calendar; look at it; find the day and repeat it several times. Ask the puppet the question again, this time letting him answer. Repeat his answer by saying: Sí, hoy es... Use your judgement as to whether the children are ready for more. If you think that they are, ask: ¿Es hoy lunes? Answer with them: Sí. If you like, ask: ¿Qué día es hoy? Answer with them: Hoy es lunes. Repeat this procedure every day. On the second and consecutive days, include in your activity a review of the previous days by saying: Hoy no es....Hoy es.... Follow up with yes/no questions.

When you have introduced all of the days of the week, then recite the days of the week in order with the children. Always be sure to conclude with: ¿Qué día es hoy?

Make a set of pictures. Five of them should be school scenes. One of them can be a church scene. One may be a shopping trip, an athletic event, etc. Display them while labeling them with the days of the week. Holding up a school scene, ask: ¿Hacemos esto el sábado? ¿Hacemos esto el domingo? Solicit yes/no answers from the children.

To teach the name of the month, point to the place on the calendar where the month name generally appears, saying MARZO several times. Then repeat saying: Estamos en el mes de marzo. Ask the puppet: ¿En qué mes estamos? or ¿Estamos en el mes de marzo? P: Sí. Estamos en el mes de marzo. Then: ¿En qué mes estamos? P: Marzo. S's: marzo.

Begin class by reviewing the date while pointing to the calendar. Say it several times. Let the puppet tell the date also.

After several days of identifying the date yourself, begin asking the students to tell the date. Give lots of help. Do this daily.

I. CURRICULUM CONTENT

Verb: poder (P)
poder + infinitive (P)

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

Verb: PODER + infinitive

Given a question which asks the student if he can perform a given action, the student will orally state if he can or not, including in his statement a form of the verb PODER followed by an infinitive verb form. Then the student will perform (or pretend to perform) the action.

III. IMPLEMENTATION GUIDELINES

1. Verb: PODER
PODER plus infinitives

Suggested Activities:

Review activities from the previous week and activate where possible.

Play a version of MOTHER MAY I. T: ¿Puedes andar dos pasos?
S: Si, puedo. (Takes two steps.)

I. CURRICULUM CONTENT

Verb: decir

Prepositions: en/debajo de; delante de/detrás de

Vocabulary: Review vocabulary units 1-7

April

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Verb: DECIR

Given a comic strip or cartoon with a blank balloon, and given a question which asks what the character is saying, the student will demonstrate his comprehension of the verb DECIR by providing a Spanish utterance appropriate to the cartoon.

Given a request to explain what another student has said, the learner will make his explanation including a form of the verb DECIR in his statement.

2. Prepositions

Given a request to locate an item in physical relation to a person, the student will include in his answer the appropriate preposition.

3. Vocabulary: ABRIL

Given a request to identify the current month, the student will respond with its name.

III. IMPLEMENTATION GUIDELINES

1. Prepositions: en/debajo de
delante de/detrás de

A. General Comments:

This topic obviously lends itself to a review of ¿dónde está?

Teach any other prepositions along with these that you might feel are necessary.

B. Suggested Activities:

Game: Place a large box on the teacher's desk. Tell the class that you are going to hide an item in, on, under, in front of, or behind the box. The puppet (or S1) hides his eyes and must guess the location of the item. Encourage S's to use ¿Dónde está...? when guessing.

Go around the room asking the children where some of their belongings are. E.G. Is your book in the desk or on top of your head? Are your feet under the desk or on the desk?

Game: The object of this exercise is to get all the children in the class lined up in size places. Select a child at random. Place him where all the children can see him. Select another child and ask the class if S2 goes in front of or behind S1. Repeat with S3. Continue until all the children in the class are lined up.

Game: The object of the game is to choose the correct position in relation to one of the three ITs. Select three children to stand side by side in the front of the room. (Try to choose children who have pockets in front and back.) Hide a small object on one of the three children, in one of the pockets. The rest of the children in the class will attempt to position themselves in the same place as the hidden object. Call on each child in the audience. Each tells you where he wants to go: In front of S1, behind S3. When all the children are positioned, the child with the hidden object reveals its position. Everyone who chose the right spot wins. Example: If the object is in the rear pocket of S2, everyone who chose to stand behind S2 wins.

Game. Play this variation of Simple Simon: Instructions include prepositions--Put your hand on your head, put your finger behind your ear.

Variation: Make the positions silly: Put your thumb on your nose; put your hand under your foot; put your elbow under your chin.

Play a variation of TWENTY QUESTIONS using an object on a classroom wall. Children must guess the object using questions such as: Is it under the....? Is it over the....?

Select 3 students. They leave the room. One student hides an object in his fist. All three students clench their fists and place them differently in relation to their bodies (e.g.: S1 - one fist in front, one in back; S2 - one fist on head, one under chin, etc.) The class must locate the hidden object: ¿Está detrás de Marcos? ¿Está delante de la boca de Maria?

Develop comprehension skills by instructing students to place objects in, under, behind, etc. various other objects in the room.
T: Pon el borrador detrás del piano.

Have the children construct a small box from paper, or distribute paper cups (empty milk containers), etc. Unseen by you, and not seeing you, both teacher and students place a small item in physical relation to the box. Then ask students where their object is (inside, in front of, etc., the box). If they match where you have placed <u>your</u> object in relation to <u>your</u> box, they get a point.

2. Verb: Decir

A. General Comments:

This might be a good place to introduce '¿Como se dice...' since the children often ask how to say things in Spanish. Be careful that it doesn't become abused as a translation tool.

It is difficult to construct exercises in which children spontaneously use this verb. We can stress listening comprehension for DECIR and provide as many natural opportunities for its use without exaggerating the circumstance.

B. Suggested Activities:

Moderate a conversation between two of your puppets who refuse to speak to each other. You quote the one to the other. T: Pepe, Panchito dice que tú eres malo. Panchito, Pepe dice que el niño malo eres tú. etc.

Variation: Play a version of TELEPHONE, allowing one child to be the operator for two parties at either end.

Review animals and their sounds: El perro dice guau-guau, el gato dice miau, etc.

Review other units by asking questions such as, ¿Qué dices cuando... (tienes hambre, entras en la clase, contestas el teléfono)? Students may begin their answer with, Digo...

Variation: Show pictures of children in various settings (answering the telephone, rubbing his stomach, greeting a friend). Ask, ¿Qué dice el niño? Or: Tú eres este niño. ¿Qué dices?

Use cartoons or simple pictures of people with empty balloons (space for words) pointing from their mouths. Students are to decide what the characters are saying.

I. CURRICULUM CONTENT

Verbs: abrir
cerrar

Easter - Pascuas

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

1. Verbs: Abrir
Cerrar

Given a set of clearly contrasting pictures of Abrir and Cerrar, the student will demonstrate his comprehension by selecting the picture which corresponds tothe oral Spanish description.

Given an activity in which someone opens/closes a door, the student will, when asked, orally describe the action including in his description a form of the verb ABRIR/CERRAR as appropriate.

2. Easter

After hearing a description of the customs relating to the celebration of EASTER, in Spain, the student will state two significant facts that he has learned.

3. Pan American Day

After hearing an explanation of the significance of Pan American Day, in Spain, the student will state one fact that he has learned.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 8 Week 2 April

III. IMPLEMENTATION GUIDELINES

1. Verbs: ABRIR
CERRAR

A. General Comment:

You may want to teach ESTÁ ABIERTO (CERRADO) at this time.

B. Suggested Activities:

Have the children list all the things they can open and close--Puedo abrir (la puerta, la boca, el libro....)

Guessing games: 1) Have a child hide his eyes. Select another child to open or close the door (a book, his desk etc.). S1 must guess the identity of S2. As he makes his guesses, have the class confirm or deny his guess chorally: No, Juanito no abre la puerta. 2) Play as above, varying the item opened or closed. 3) Vary the action from opening to closing. 4) Let a student whisper to you what thing he will open or close. The rest of the class asks, ¿Vas a abrir el libro? ¿Vas a cerrar la boca?The student confirms or denies the guesses: No. No voy a abrir mi libro. etc.

Have the children draw pictures of themselves involving opening and closing activities, and then describe them orally to the class. Or, have the pictures be of several children so the students can use the third person plural forms.

Play CASTLES. Designate two opposite ends of an outdoor play area as the CASTLES (safe zones). The children stand in the CASTLES. One of the children is IT. When he announces, LAS PUERTAS SE ABREN, all the chidlren try to cross to the other CASTLE without being tagged. If tagged, they join hands with IT to help him catch the others. Only the children at the ends of the line may tag, and the line of IT may not be broken by letting go of hands. The game continues until 'the dragon' has captured everyone in the moat between the CASTLES.

Play a version of MUSICAL CHAIRS outdoors. With chalk or other markers indicate the necessary number of bases or homes. A child (or you) announces, LAS PUERTAS SE ABREN. Everyone wanders around looking for a new home. When LAS PUERTAS SE CIERRAN is announced, everyone tries a get on a new home. Play as an elimination game just as in Musical Chairs.

I. CURRICULUM CONTENT

Interrogatives: ¿Cómo?
¿Por qué?

Review vocabulary units 1-7

Rhyme/song/story
Game/dance

II. PERFORMANCE OBJECTIVES

Given a HOW question, the student will demonstrate his comprehension of ¿CÓMO? by responding with an action which demonstrates how to do something

Given an activity in which the student asks for a description of an item, the student will request the description in a complete sentence including the word CÓMO.

Given a WHY question, the student will demonstrate his comprehension of ¿POR QUÉ? by giving an appropriate explanation.

Given a picture which portrays an obvious incongruity, the student will ask a WHY question which seeks to clarify the incongruity.

SPANISH BILINGUAL PROGRAM CURRICULUM

UNIT 8 Week 3 and Week 4 April

III. Implementation Guidelines

1. Interrogatives: ¿Cómo?
¿Por qué?

A. General Comments:

The activities suggested below can be done for either comprehension mastery or for oral production. Use your judgment as to when to encourage the children to start using the interrogatives themselves.

¿CÓMO? has several possibilities in the teaching situation. Followed by SER, it asks for a description, followed by ESTAR it refers to a state of being. Alone, it implies a HOW TO question. Be sure to include the range of uses of CÓMO in the activities you choose to use.

B. Suggested Activities:

Ask, ¿Cómo es...? (el helado, la coca cola, el sol, tu vestido, tu bicicleta, tu muñeca, un elefante etc.) **Have students ask these questions of one another.**

In this activity you ask questions and the students pantomime their response. ¿Cómo...(saltas, andas, lavas la ropa, coces el pan etc.) You can even encourage the students to say: Así while responding.

Greet children with, ¿Cómo estás tú?(tu mamá, tu hermano etc.)

Review adverbs and verbs of motion. ¿Cómo va el avión?(el conejo, el coche etc.)

Ask WHY questions: ¿Por qué...(comes la carne, bebes la leche, te gusta el helado, necesitas un lápiz, llevas un abrigo etc.)?

Variation: Try WHY NOT?¿Por qué no (viven los conejos en una casa, no llevas un sombrero, no vuelas--act out-- a la escuela, no bebes leche de una botella etc.)?

Play a version of THE ANSWER MAN. You make a statement. S1 turns it into a question ,which S2 must answer. May be played in teams.
T: María come carne. S1 : ¿Por qué come carne? S2:(Porque) tiene hambre.
T: Necesito un abrigo. S1: Por qué necesitas un abrigo? S2: (Porque) hace frío.

Show the students pictures which seem to be contradictory: e.g. a hot, sunny day and a child in winter garb. Students must ask <u>WHY</u>? ¿Por qué lleva abrigo cuando hace sol?

UNIT 9 (MAY) Weeks 1-2

I. CURRICULUM CONTENT
VOCABULARY: see lexical guide

Verb: COMPRAR

May Day(Labor Day)

Shopping in Spain

Song, rhyme, story
Game, dance

II. PERFORMANCE OBJECTIVES

1. Vocabulary: Going shoping

Given an activity in which the student simulates a shopping expedition, the student will use at least four words he has learned during the course of the excercise.

Given an activity in which the student simulates a shoping expedition, the student will enquire about the cost of items including in his question the word ¿ cuanto?

2. Verb: Comprar

Given an inquiry into which objects he intends to buy, the student will respond including a form of COMPRAR in his reply.

3. Numbers 11-20

The student will demonstrate his mastery of the cardinal numbers in Spanish by counting from 11-20.

4. May Day

After hearing a description of customs relating to the celebration of May Day in Spain, The dtudent will state one significant fact he has searned.

5. Shopping in Spain

After hearing a description of how shopping is done in Spain, the student will state two significant facts he has learned.

IMPLEMENTATION GUIDELINES

Introductory Note: It would be best to teach this as an entire unit and to not break it down into individual tasks. Keep things logically grouped and all united under the title of SHOPPING EXPEDITION.

1. Vocabulary

A. General Comments:

This unit will permit you to review QUERER with nouns and verbs as well as IR plus infinitive.

B. Suggested Activities:

Tell and illustrate a story about a shopping expedition which will include all of the vocabulary.

Put shopping items or pictures of items in a bag. Pull out an item. Pretend you have forgotten the name of the item. Ask the class: "Is this a _____? The class will answer with SI or No.

Place items or pictures of items on a table or on the chalk rail. Ask a student to go shopping for you and bring back a _____. The child will select the named item, put it in a bag and return it to you.

Have children draw pictures of shopping items. Have children describe the item to the class.

Ask students to bring in clean, empty food containers. You may wish to re-label them using their Spanish names.

1) Set up shop. You be the shopkeeper. Students purchase the items from you. Include a running account of the expenditures. You can keep it simple - all items may cost 1¢ or $1 each.

2) Let students be the shopkeeper and you be the customer. Activities 1 & 2 will then be models for children playing these roles.

3) Ask pairs of students to role-play.

4) Ask small groups of students to prepare skits of families going shopping. Children can "bug" their parents to buy certain items.

5) Organize your food items by the way they'd be sold at a market in Spain or Mexico. Shoppers go from stall to stall to do their marketing.

3. Verb: Comprar

A. General Comment:

Try to teach as much of this verb as possible; to include its use after QUERER and IR.

B. Suggested Activities:

Using a variety of magazine advertisements ask questions i.e., what can we buy here? What is this woman buying?

4. Numbers 11 - 20

A. General Comments:

Review Unit 2 Week 3 and expand the excercises to accomodate the new numbers.

5. May Day

This is the Spanish Labor Day. We celebrate Labor in September but in Spain it is celebrated on the 1st of May. Generally there are large parades. No one works.

6. Shopping in Spain

Although in big cities some supermarkets are available most Spaniards use the very small personal stores in their neighborhood or shop at the stalls at the market. Not all homes have refrigerators, so people have nowhere to store food. Therefore they buy food for each meal. Many people who go shopping must go to as many as 5 or 6 stores to get everything they need for a meal.

For additional information : See pp. 58-64 PROJECT SPAIN

I Curriculum Content

me gusta

II Performance Objective

Given a yes/no question which uses a form of the verb GUSTAR the student will demonstrate his comprehension by responding with Si or No as appropriate.

Given a yes/no question which uses GUSTAR, the student will respond matching a plural form of GUSTAR the numberof the subject.

III Implementation Guidelines

See Unit 6, Weeks 2-3 for activities which can be adapted for use with teaching the plural forms of GUSTAR.

UNIT 10 (JUNE) WEEK 1

I. CURRICULUM CONTENT

Review Units 1-9

junio

Rhyme/song/story
Game/dance

I. PERFORMANCE OBJECTIVES

Vocabulary: JUNIO

Given a request to identify the current month, the student will respond with its name.